

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180108

Grants.gov Tracking#: GRANT12659824

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180108

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (UM_NRC_FLAS_GEPA_Section_427_description_2018)</i>	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
<i>Attachment - 1 (CSAS_NRC_FLAS_2018_Abstract)</i>	e16
9. Project Narrative Form	e18
<i>Attachment - 1 (CSAS_NRC_FLAS_2018_Narrative)</i>	e19
10. Other Narrative Form	e69
<i>Attachment - 1 (CSAS_NRC_FLAS_Table_of_Contents)</i>	e70
<i>Attachment - 2 (CSAS_NRC_FLAS_Appendix_2_Position_Descriptions)</i>	e71
<i>Attachment - 3 (CSAS_NRC_FLAS_Appendix_1_Curriculum_Vitae)</i>	e77
<i>Attachment - 4 (NRC_and_FLAS_Applicant_Profile)</i>	e145
<i>Attachment - 5 (CSAS_NRC_FLAS_Diverse_Perspectives)</i>	e146
<i>Attachment - 6 (CSAS_NRC_FLAS_2018_Acronyms_List)</i>	e147
<i>Attachment - 7 (CSAS_NRC_FLAS_National_Need)</i>	e149
<i>Attachment - 8 (CSAS_NRC_FLAS_Appendix_5_Letters_of_Support)</i>	e150
<i>Attachment - 9 (CSAS_NRC_FLAS_Appendix_4_Performance_Measures)</i>	e156
<i>Attachment - 10 (CSAS_NRC_FLAS_Appendix_3_Course_Guide)</i>	e161
11. Budget Narrative Form	e174
<i>Attachment - 1 (CSAS_NRC_FLAS_2018_Line_Item_Budget)</i>	e175
<i>Attachment - 2 (CSAS_NRC_FLAS_2018_FLAS_Budget)</i>	e182

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

18-PAF06638

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Regents of the University of Michigan

* b. Employer/Taxpayer Identification Number (EIN/TIN):

38-6006309

* c. Organizational DUNS:

073133571

d. Address:

* Street1:

3003 S. State St

Street2:

* City:

Ann Arbor

County/Parish:

Washtenaw

* State:

MI: Michigan

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

481091274

e. Organizational Unit:

Department Name:

II: South Asian Studies

Division Name:

College of LSA

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Kellie

Middle Name:

* Last Name:

Buss

Suffix:

Title: Project Representative

Organizational Affiliation:

* Telephone Number:

734-936-1361

Fax Number:

* Email: klbuss@umich.edu

PR/Award # P015A180108

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

University of Michigan Center for South Asian Studies NRC and FLAS Proposal 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,469,366.69"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,469,366.69"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Regents of the University of Michigan

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	98,425.00	98,974.75	103,803.99	104,515.11		405,718.85
2. Fringe Benefits	30,511.75	30,682.17	32,179.24	32,399.69		125,772.85
3. Travel	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
4. Equipment						
5. Supplies	18,000.00	18,000.00	18,000.00	18,000.00		72,000.00
6. Contractual						
7. Construction						
8. Other	82,480.00	81,030.00	75,780.00	74,780.00		314,070.00
9. Total Direct Costs (lines 1-8)	249,416.75	248,686.92	249,763.23	249,694.80		997,561.70
10. Indirect Costs*	19,953.34	19,894.95	19,981.06	19,975.58		79,804.93
11. Training Stipends	348,000.00	348,000.00	348,000.00	348,000.00		1,392,000.00
12. Total Costs (lines 9-11)	617,370.09	616,581.87	617,744.29	617,670.38		2,469,366.63

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 54.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180108

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Regents of the University of Michigan		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180108

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Craig.Reynolds	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Regents of the University of Michigan	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Regents of the University of Michigan"/> * Street 1: <input type="text" value="3003 S State Street"/> Street 2: <input type="text"/> * City: <input type="text" value="Ann Arbor"/> State: <input type="text" value="MI: Michigan"/> Zip: <input type="text" value="48109"/> Congressional District, if known: <input type="text" value="MI-012"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowship Program"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Craig.Reynolds"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Craig"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Reynolds"/> Suffix <input type="text"/> Title: <input type="text" value="Executive Director, ORSP"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/22/2018"/>		
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PR/Award # P015A180108

Page e10

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

UM_NRC_FLAS_GEPA_Section_427_description_2

Add Attachment

Delete Attachment

View Attachment

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan nondiscrimination statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Regents of the University of Michigan

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Craig Middle Name:
* Last Name: Reynolds Suffix:
* Title: Director

* SIGNATURE: Craig Reynolds

* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Farina"/>	<input type="text"/>	<input type="text" value="Mir"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="500 Church Street"/>
Street2:	<input type="text" value="Suite 500"/>
City:	<input type="text" value="Ann Arbor"/>
County:	<input type="text"/>
State:	<input type="text" value="MI: Michigan"/>
Zip Code:	<input type="text" value="481090000"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="734-647-5416"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT**UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES**

The University of Michigan (U-M) has a long and distinguished history of involvement in South Asian Studies (SAS). The “Center for Southern Asian Studies” at U-M was formally constituted 57 years ago (in 1961). However, academic and institutional interest and activity in the region goes back much further: U-M offered its first courses in Sanskrit in 1897, courses in South Asian art history have been offered since 1936, and specialized courses in South Asia were offered in history and geography prior to WWII. The Center for South Asian Studies (CSAS) at U-M is a member of the International Institute (II) of the College of Literature Science and Arts (LSA), and carries forward this legacy of research, teaching, and outreach on SA.

CSAS has one of the most wide-ranging, interdisciplinary and distinguished South Asia (SA) faculty bodies in the United States. Our faculty are extremely active, garnering awards, holding major administrative positions in national scholarly organizations, and bringing in more than \$60 million in external grants during the 2014-18 period. Michigan is also a major center for the teaching of South Asian languages, with Bengali, Hindi, Urdu, Punjabi, Persian, and Sanskrit taught regularly. The U-M generously supports our field and the center, contributing over \$11.06 million annually. It commits well over \$100,000 annually to SA acquisitions for its research libraries, which are among the best and most accessible in the country. Students are well served by the several SA programs and majors available to them, at both undergraduate and graduate levels, and in the professional schools as well as in the humanities and social sciences.

Our Program Planning for 2018-2022 shows how CSAS will accelerate this important work, **fulfilling both NRC absolute priorities, both NRC competitive preference priorities, and both FLAS competitive preference priorities.** We will significantly increase our engagement with K-12 teacher training and education institutions with a 50% new staff position

devoted to outreach. CSAS collaborates with the U-M School of Education (SOE) and other Title VI NRCs on the World History and Literature Initiative (WHaLI) to help Michigan K-12 teachers meet state curricular standards; we will expand WHaLI to a broader K-12 audience, and offer a new K-12 Teacher Fellows program. Our ongoing U-M NRC collaboration with the University of Puerto Rico (UPR) (a Minority Serving Institution (MSI)) will include new professional resources for K-12 teachers. We will collaborate with Eastern Michigan University (MSI-eligible) and partner with Michigan and regional community colleges through the Midwest International and Intercultural Education Consortium (MIIE), to incorporate SA into the curricula at these vital institutions. Our lectures, shared symposia, and other public events will continue our commitment to diverse points of view and the value of debate. We will strengthen our commitment to U-M professional schools and to promoting a variety of career tracks involving SA graduate and undergraduate students.

As a long-standing NRC, CSAS prioritizes outreach that responds to broader questions about the role of universities in the 21st century. We see great value in fostering interest in global concerns at a young age (K-12), as a path to creating an informed US citizenry able to comprehend complex relationships and solve difficult problems in an ethical manner. Our years of experience developing project know-how, generating new models and best practices, and building networks of valued relationships has built a solid groundwork for success. As we continue to deepen our impactful work, and move forward with innovative outreach and training, CSAS is in an excellent position to be a leading SA NRC.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. Program Planning and Budget

(A-1) High Quality of Activities. The Center for South Asian Studies (CSAS) at the University of Michigan (U-M) submits this proposal for renewed Title VI funding in order to sustain, enhance, and expand both the quantity and quality of our activities that meet the goals of the NRC program. We plan to achieve this through activities in the following four areas: 1) language instruction and course development; 2) K-16 and Minority Serving Institution (MSI) outreach; 3) public and campus programming to disseminate knowledge and research on South Asia (SA); and 4) enhancing SA library collections.

1) Language and Area Studies Instruction and Course Development: Our SA language program is robust (*FLAS CP2*). Bengali (initiated in 2014 with NRC support), Hindi, Persian, Punjabi, Sanskrit, and Urdu are now entirely supported by U-M. To expand the breadth of our offerings beyond north Indian languages, we seek funds for a lecturer in Tamil (Bgt. 1.B; Appendix 2). We are requesting 100% support for this position to allow us to establish a strong Tamil program, one that offers beginning, intermediate, and advanced instruction from inception. We are hopeful that with strong enrollment records over the grant period, U-M will continue and sustain Tamil instruction at the end of the grant period as this has been our experience with Bengali and Urdu (both formerly offered with NRC support and now supported entirely by U-M).

To support continuous improvement of language pedagogy and proficiency assessment, we seek funds for instructors to attend workshops hosted by organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of Less Commonly Taught Languages (NCOLCTL), the Center for Advanced Research on Language Acquisition (CARLA), and the South Asia Language Resource Center (SALRC) (Bgt. 3.B). We

also request support for U-M participation in the South Asia Summer Language Institute (SASLI) (Bgt. 5.D).

In order to advance SA area studies course instruction we seek support for instructional salary for our SAS 501 pro-seminar, required of all CSAS MA students (Bgt. 1.C; CSAS MA program is described in Narr. H-3). We also request support for the *World Music for Educators* course (NRC AP1, AP2, CP2) (Bgt. 1.C; see *World Music for Educators* description below).

2) Teacher Training—K-16 and MSI Outreach: CSAS is deeply committed to producing high-quality, impactful educational outreach programming and has been able to reach a significant and large audience of teachers and students locally, regionally, and nationally (see Narr. I). Based on our successes in this area, we have gained International Institute (II) support for a new K-16 Outreach Assistant (50% SA; Bgt. 1.D). Working closely with the II collaborative outreach projects coordinator and the CSAS Program Manager, this position will enable CSAS to innovate and significantly expand its outreach programming (see Bgt. 1.D). We additionally seek NRC funds for the following outreach activities:

The World History and Literature Initiative (WHaLI) (NRC AP1, AP2, CP1) A unique collaboration between the U-M School of Education (SOE) and five U-M NRCs, WHaLI provides K-12 teachers in the fields of History, Social Studies, and English Language Arts with area studies curriculum content and professional development. Held each year in June, WHaLI is a three-day workshop designed to improve teachers' capacity to teach world history and literature by providing them with area studies resources and content (see Narr. I-1). Encouraged by 8 years of success, we are seeking resources to broaden the reach of WHaLI through 3 strategies: 1) We will make WHaLI more "inter-generational" by creating opportunities for early career or beginning teachers to work with experienced teachers and scholars, and will extend

invitations to recent graduates of local teacher preparation programs including those at Eastern Michigan University (EMU), Oakland University, Michigan State University and U-M. 2) We will use livestream webcasting technology and on-site facilitators to reach teachers outside the Ann Arbor area, a development we are piloting this year (2018) with Grand Valley State University (GVSU). During the grant cycle we plan to add additional livestreaming partners, and already have plans to add our long-term partner, the University of Puerto Rico (UPR), from Year 1. 3) We will make all materials produced for each institute publicly available on our website, using Creative Commons licensing, and will make all materials produced in previous workshops available to past participants and to those who request them (Bgt. 4.B, 5.A).

The U-M/UPR Outreach Collaboration (NRC AP1, AP2, CP1, CP2) Together with U-M support, NRC funds have allowed CSAS and 7 other U-M area studies centers to build a strong outreach partnership with the College of Education and the College of Humanities and Social Sciences at UPR, a Hispanic-Serving Institution, and with surrounding K-12 schools (see Narr. I-1). In 2018-2022, we will enhance this collaboration by engaging in a partnership with the Center for Education Design, Evaluation, and Research (CEDER), a highly-skilled team based in U-M's SOE that supports the design and development of education curricula. CEDER will consult with each symposium presenter months prior to the event, providing them with resources and assistance in creating a presentation for K-16 educators that will facilitate their ability to develop curricula based on symposium presentations. At the same time, CEDER will create resources and activities for teachers attending each symposium, which will be incorporated into a thematic educational toolkit that includes lessons, workshops, activities, discussion guides, and a resource guide. All materials are free and open resources, available to the general public in English and Spanish on the UM-UPR collaborative website (Bgt. 5.A).

CSAS K-12 Teacher Fellows Program (AP2, NRC CP2) CSAS requests funds to sponsor 1 teacher per academic year to develop SA curriculum modules for K-12 classrooms, which will be shared publicly on our website and through platforms such as the Michigan Council for the Social Studies and the National Council for the Social Studies. The Teacher Fellow will be provided with access to the U-M library and mentoring from the SA librarian and faculty experts. They will be required to attend at least 4 lectures during the academic year, either in our Lecture Series or in a SA course, and to produce a curriculum module by the end of the academic year. CSAS will then provide the Teacher Fellow a professional service fee and sponsor travel through the Global Exploration for Educators Organization travel program to India and Nepal (Bgt. 5.A).

CSAS-Eastern Michigan University (EMU) Collaboration (AP1, AP2, NRC CP1, CP2)

CSAS requests funds to collaborate with EMU, an MSI-eligible higher education institution and the #1 producer of education personnel in Michigan. Our collaboration will produce 2 events (lectures and/or film screenings) on the EMU campus each year, targeted specifically toward pre-service K-12 teachers in the EMU College of Education. The purpose of these events is to provide non-specialist audiences interested in International Education exposure to and knowledge of SA and deepen their understanding of current events (Bgt. 5.A).

Midwest Institute for International and Intercultural Education (MIIE) (AP1, AP2, NRC CP1, CP2) Since 1997, MIIE has organized nearly 40 1- 2-week workshops on global themes that enable Community College (CC) faculty to develop area-studies based curriculum modules (see Narr. I-1). The modules are integrated into at least 1 existing or new course at their CC starting the following semester and these modules are shared with CC faculty members across the nation. Participants receive a \$1,000 professional service fee for completing a curriculum module. A second objective of the workshops is to bring together CC faculty with area studies

content experts, who facilitate discussion and mentoring. We will contribute to 1 workshop annually for quality SA content (Bgt. 5.A). We also plan to participate in a new (and different) curriculum modules project that will provide incentives for CC faculty to develop in-depth curriculum modules on SA over 8-10 months. Faculty will get access to U-M and MIIE resources, mentoring, and feedback and receive a \$1,000 professional service fee (Bgt. 5.A). Also a new initiative for CSAS, we will cosponsor a CC team through MIIE to undertake a plan to internationalize curricula on their campuses (Bgt. 5.A; see Narr. I-2).

CSAS Academic Sharing Program (AP1, AP2, NRC CPI) This program will encourage faculty members to develop SA curriculum, prioritizing CC faculty. Participating faculty would receive support for 3-5 days of travel to Ann Arbor, access to the SA collection at U-M (including online materials), and mentoring and guidance from the U-M SA librarian and faculty experts (Bgt. 5.A).

World Music for Educators (AP1, AP2, CP2) CSAS will continue to collaborate with the U-M School of Music to train practicing K-12 teachers pursuing an MA degree in Music Education, by offering a *World Music for Educators* course (supported collaboratively by U-M NRCs and the U-M School of Music) in alternate summer semesters. The initiative requires teachers to produce age-appropriate lesson plans intended to be used as soon as the following academic year (Bgt. 5.A, Narr. I-1).

South Asia Book Award (SABA) (AP1, AP2, NRC CPI) CSAS will continue to support the SABA, which is organized by the South Asia National Outreach Consortium. The SABA targets high-quality children's and young adult books that portray SA or South Asians living abroad; K-12 lesson plans are made for each book awarded and are publicly available on the SABA website (Bgt. 5.D).

3) Public and Campus Programming: CSAS seeks Title VI funds to support the dissemination of research and information on SA publicly and across the campus through the following programs:

CSAS Lecture Series (API) This series reflects diverse perspectives and generates debate on world regions. Several events are co-sponsored to ensure interdisciplinarity and a wider audience (Bgt. 5.C, Narr. I-3).

CSAS Film Series (API) This series attracts large audiences, and includes feature and documentary film screenings, often with presentations and discussion sessions with the filmmaker. We seek funding to continue support for this series (Bgt. 5.C).

II-wide Collaborative Conferences on Global Thematic Topics (API) Building on the success and broad reach of our past collaborative II events, such as the 2017 Endangered Heritage and 2018 Arts of Islam symposia, we seek to fund a larger annual II-wide shared conference with all II area-studies centers (Russian, East European, and Eurasian Studies; East Asian Studies; African Studies; Latin and Caribbean Studies; Southeast Asian Studies; and North African and Middle Eastern Studies) to organize four annual conferences, with the following global, transregional themes: “Indigenous Languages” (Year 1), “Movement, Migration, and Borders” (Year 2), “Arts of Devotion” (Year 3), and “Gender and Health” (Year 4) (Bgt. 5.B).

CSAS Annual Conferences (API) We seek funding for 2 annual conferences in each of the next 4 years: 1) U-M Pakistan Conference, organized on themes of comparative interest, such as “Gender & Sexuality,” and “Infrastructure and its Discontents” (held 2017 and 2016, respectively), and 2) Transnational Conference on South Asia, organized by a faculty associate in conjunction with the CSAS Executive Committee (EC) on themes of transnational

significance for SA, such as “Seeking Social Justice in South Asia,” and “Sound and South Asia” (held 2017 and 2016, respectively) (Bgt. 5.B).

Faculty-led Workshops (API) CSAS seeks funding for 3 workshops organized by CSAS affiliated faculty in the next cycle: “Digital Platforms and Cultural Regions in South Asia” (A. Punathambekar, 2018-19), “Circulation of Anti-Caste Writing in Translation” (C. Merrill, 2019-20), and “Muslim Modernity in South Asia” (F. Mir, 2020-21) (Bgt. 5.B).

South Asia Events by Student Groups (API) We seek funding for the annual student-organized India Business Conference and South Asian Awareness Network Conference for each of the next four years. In addition, we seek funds to co-sponsor public events organized by any one of U-M’s 45 student groups focused on SA (Bgt. 5.B). We also seek modest support for student assistance in coordinating these events (Bgt. 5.C).

4) SA Library Collections: U-M research libraries are among the best and most accessible in the country. We seek funding to continue to support library collections that address areas of need, such as government collections, and that contribute to SA area studies knowledge, teaching, and research (Bgt. 4.A). We also seek funding to help support the South Asia Open Archive, a collaborative project to create and maintain an on-line collection of open access materials for the study of SA (Bgt. 5.D).

(A-2) Development Plan: The programs described above are designed to develop over the grant cycle, through increasing the number of events/participants, expanding in reach via live-streaming and open access, generating follow-up projects and partnerships, and/or becoming self-sustaining. For Tamil language, we will work to establish and increase enrollments in all three levels, and request U-M to cover all costs by the end of the funding cycle. Also, this cycle CSAS will increase language faculty funding to attend collaborative pedagogy workshops, along

with conferences of their choice, for more specialized professional development and national SA language teacher networking.

In 2018-22, for WHaLI, we will work with partners to expand the breadth and effectiveness of this collaboration in two major ways. 1) Through new media: by webcasting the workshop to GVSU and to UPR to reach teachers beyond the metro Detroit area, and by including a facilitator at these remote locations to lead pedagogical exercises and breakout sessions. 2) Through new partnerships: we will include students and faculty from MSIs and CCs, such as Henry Ford CC, Oakland CC, and Washtenaw CC in the greater Detroit area, and UPR.

World Music for Educators project will develop not through cohort size, since demand is high and enrollment in the “World Music for Educators” course is capped by the department, but rather through its establishment as a regular and expected course which we will ask the School of Music to support entirely.

UPR will improve this cycle with new materials from CEDER (see above) and include outreach to CCs and K-12 schools in Puerto Rico. Starting in Year 1, CSAS will promote our academic sharing program to participants from UPR, to encourage them to make use of SA resources on the U-M campus.

For *MIIE*, workshop themes in which SA curricula will be developed in the coming cycle are: Global Poverty & Development (Year 1); Global Institutions & Livelihoods (Year 2); Global Competition, Cooperation, & Conflict (Year 3); Human Migrations & Global Networks (Year 4). Supported CC Teams will also have increased the internationalization of curricula at their respective institutions.

Finally, by supporting faculty travel for attendance at conferences, professional exchanges and development, and area studies research throughout this cycle, we will improve instruction in

SA subjects and further enhance the excellence of our world-class faculty and language instructors (Bgt. 3.A, 3.B).

(A-3) Costs: Costs are based on experience with similar projects, responsible stewardship, and national priorities and are comparable with other NRCs. Wages reflect actual costs.

(A-4) Long Term Impact: At the grant's end, we will have: 1) enhanced language and area instruction, library resources, and outreach; 2) strengthened U-M's SA language programs through sustained support to SA LCTLs, tutorials, and instructor professional development; 3) broadened teacher training to meet the need for globally-focused curricula; 4) increased collaborations with CCs and MSIs; 5) augmented the supply of SA experts via undergraduate and graduate FLAS awards and increased recruiting efforts to identify quality professional school applicants; and 6) bolstered capacities to evaluate Center and U-M SA activities.

B. Quality of Staff Resources

(B-1) Qualifications of Teaching Faculty and Professional Staff. Our 96 affiliated faculty members provide breadth and depth for Center organization and programmatic activities. U-M's SA faculty members are distributed across 31 departments in 12 schools and colleges and 1 research institute (see Appx. 1A). CSAS faculty associates are remarkably productive, as evidenced in their professional publications, honors, and research grants. Between 2014-18, CSAS faculty received nearly \$60 million in research funding, from the National Science Foundation, National Institute of Health, and National Endowment for the Humanities, among others. Two of our faculty were this year voted into the nation's most eminent academic bodies: the National Academy of Sciences (A. Agrawal, Appx. 1A-11) and the American Association for the Advancement of Science (B. Mukherjee, Appx. 1A-41). One was recently President of the Association for Asian Studies (AAS) (M. Sinha, Appx. 1A-49) another has served as Assistant

Secretary of the U.S. Treasury (M. Barr, Appx. 1A-15). They are also prominent in the university at large; our faculty affiliates currently include 1 dean, 3 associate deans, and 25 named professors. The strength of our tenure-track faculty is further supplemented by full-time language lecturers, research faculty, museum/gallery curators, a SA librarian, visiting scholars from SA, and postdoctoral fellows in U-M's prestigious Society of Fellows. All CSAS-affiliated faculty participate in teaching, supervising, and mentoring students, as reflected in their curriculum vitae (Appx. I-A) and SA course information (Appx. 3).

CSAS and II employ a superbly qualified professional staff with ample overseas experience. J. Fosler, CSAS' full-time program administrator responsible for Center management (Bgt. 1.A, Appx. 1B-5), holds a MA in International Education, has worked and traveled broadly internationally (including to India), speaks one foreign language, and is the vice chair of the II Staff Relations committee. The II advising staff consists of 6 full-time and 2 half-time specialists who all hold Master's degrees in area studies or higher education administration; 1 holds a PhD. Our Center director, Associate Professor Farina Mir, is a multiple award-winning historian of modern South Asia, has served as vice-president of the American Institute of Pakistan Studies, and has been an elected member of the Research Council of the American Historical Association and the South Asia Council of the Association of Asian Studies (Appx. A1-8).

Professional Development Opportunities U-M and CSAS provide valuable professional development opportunities for faculty to support research, conference participation, pedagogical training, international travel, and publication subventions. Faculty professional development funds are administered by: the U-M Office of Research, the Provost's and President's offices, the II, CSAS, and individual departments and schools. In the current cycle, CSAS is requesting

modest travel funds for faculty and staff to assist in conference participation, outreach, research, strengthening linkages with SA institutions, and facilitate library acquisitions (Bgt. 3.A, 3.B).

Faculty members are eligible for U-M funded research leaves, and they are encouraged to apply for outside funding to support research in the U.S. and abroad. Language teachers also have access to competitive U-M grants to support pedagogical training and are supported to attend workshops, particularly those focused on LCTL education and language pedagogy (see Narr. G-3 and G-4). Beginning 2018-19 all U-M lecturers are eligible for competitive summer fellowships at the U-M Institute for the Humanities.

CSAS staff have access to university-wide professional development opportunities such as the U-M Career Development Passport Program, a 12-month program to support career growth and knowledge of career navigation strategies, and the Center for the Education of Women, which offers job advice, development workshops, and resources for men and women. The II and CSAS support staff professional development by providing opportunities to bolster area studies knowledge and build networks with other international education professionals. CSAS staff regularly attend the Annual Conference on South Asia at the University of Wisconsin and the Association for Asian Studies annual meeting. Staff are also given opportunities for overseas experience. The CSAS program administrator went to India in 2017 and 2018 to increase her understanding of SA and meet institutional partners.

(B-2) Staffing and Oversight. Center staffing and oversight arrangements are organized along 2 concurrent tracks: 1 involves oversight by faculty and the other by professional staff/administrators. As Table B-1 details, CSAS is overseen by a faculty director and an executive committee (EC) constituted by the director, the librarian, and elected members of the faculty. Ad Hoc committees meet annually to oversee and provide feedback on the range of

CSAS activities. In constituting the slates for EC and Ad Hoc committees, the CSAS director seeks nominations from faculty affiliates and takes particular care to include faculty at various ranks, from varied disciplines, and to provide representation from professional schools in addition to LSA. The CSAS director is overseen by the director of the II, with whom s/he meets each semester to report on Center activities, programs, and initiatives.

Table B-1: Faculty Oversight of CSAS	
II Director	The CSAS has its administrative home in the II, and benefits from the leadership of the II director (P. Jones, Appx. 1A-30). The CSAS director reports to the II director on the Center each semester.
Center Director	The CSAS director is responsible for broad oversight of the Center mission, oversees student services and outreach, and is the primary advisor to the Center's MA students and to others seeking SA curriculum advice.
Executive Committee	The director both reports to the executive committee and seeks advice from it on all CSAS initiatives. CSAS faculty affiliates elect the EC. The slate is constituted by soliciting nominations and self-nominations from the faculty. EC members serve two-year terms; the director (three-year term) and librarian (permanent staff) are <i>ex-officio</i> members of the EC.
Ad Hoc Faculty Committees	The CSAS director solicits faculty participation on Ad Hoc committees for curriculum, outreach, FLAS awards, undergraduate fellowships, development, lecture series, grant preparation, library collection, and oversight of the Center's annual conferences on SA, Pakistan, and graduate student research. In the past four years, these committees have included faculty from the schools of Business; Information; Music, Theater & Dance; and Environment & Sustainability.

The CSAS has its administrative home within the II, which provides oversight of its administration, including outreach, by a professional staff (see Table B-2).

Table B-2: Staff Oversight of CSAS	
Center-specific Administration	<ul style="list-style-type: none"> • Managing Director of the II (I. Dawson, Appx. 1B-4) Responsible for oversight of all II staff • Unit manager (G. Caudill, Appx. 1B-X): Provides financial and human resources oversight for CSAS; direct supervisor of CSAS Program Manager and K-16 Outreach Assistant • CSAS Program Administrator (J. Fosler, Appx. 1B-5): Responsible for Center management and outreach; oversees student assistants • CSAS K-16 Outreach Assistant (tbd; see job description in Appendix 2): Responsible for coordination and oversight of CSAS Outreach initiatives.
Shared Services Oversight	<p>The CSAS benefits from staff support from two shared service units within the II: 1) Academic Services; and 2) communications and web support</p> <ul style="list-style-type: none"> • Academic Services Manager (S. Pattison, Appx. 1B-7): Direct supervisor of the CSAS Student Services Associate (who administers the CSAS MA Program and FLAS fellowships) • Communications Manager (R. Brichta, Appx. 1B-2): Direct supervisor of the CSAS Communications Specialist

(B-3) Nondiscriminatory Employment Practices. U-M and CSAS are committed to non-discriminatory employment practices and increasing employment from persons who are

members of groups that have been traditionally underrepresented. As an equal opportunity/affirmative action employer, U-M specifically targets its recruiting practices toward increasing minority and women applicants, with an emphasis on areas where underutilization has been determined. Table B-3 highlights U-M programs devoted to this end.

Table B-3: U-M Initiatives Aimed at Increasing Diversity	
STRIDE	The Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Initiative provides training, information, and advice on best practices for maximizing the likelihood that diverse, well-qualified candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan.
Collegiate Postdoctoral Fellowship Program	Aimed at promoting an inclusive scholarly environment, and to recruiting and retaining exceptional early career scholars (as postdoctoral fellows for two years, and then tenure-track assistant professors), and supporting outstanding scholars who are committed to building a diverse intellectual community.
Diversity, Equity, & Inclusion (DEI)	Launched in 2015, key goals of this U-M wide initiative are to create a university community that reflects the rich heterogeneity of the state and the broader society; to promote a university culture that discourages individual bias, while working to eliminate institutional bias; and to provide individuals a sense of belonging and the opportunity to contribute to the whole. Almost fifty units across campus devised strategic goals and objectives that are now part of U-M's DEI strategic plan, for which the university has committed \$85 million in new investments towards campus efforts.

Of the 96 CSAS-affiliated faculty, 30 are female and 51 belong to a racial or ethnic minority. Our currently seated EC with 5 members includes 2 women and 3 Asian-Americans.

C. Impact and Evaluation

Table C-1: SA Course Enrollments, AY 2016-18			
College/School	SA Courses >25%	Enrollment	
		UG	Grad
Architecture (Taubman College of)	1	N/A	18
Art and Design (Stamps School of)	3	21	0
Business (Ross School of)	5	28	98
Environment & Sustainability (School of)	1	N/A	13
Law School	3	N/A	14
Literature, Science & the Arts (College of)	125	3,098	304
Music, Theatre & Dance (School of)	2	24	8
Public Policy (Ford School of)	5	96	74
Total	145	3267	529

(C-1) Impact of CSAS Activities and

Programs. The Center's activities and training programs have a significant impact on U-M, our local community, region, and the nation, as shown through the indices below.

Course Enrollments In the two-year period 2016-2018, **3,796** students were

enrolled in SA courses (see Table C-1; for more detailed enrollment data see Narr. F-1, G-1, G-2, and Appx. 3).

Graduate Placement Data From 2014-2018, a total of 31 students earned PhDs focusing on SA topics, in 19 different disciplinary departments across 7 Schools and Colleges, on subjects in the humanities, social, and natural sciences, architecture, urban planning, public health, social work, and education. Placements include positions in government, private sector, and higher education (see C-5). Between 2014-18 the Center conferred 5 MAs in SA studies. CSAS MA placements include: U.S. Department of State, Army Programs Officer (U.S. Embassy, Islamabad); Program Manager, Arab-American Support Center; and the Massachusetts Institute of Technology for further graduate study in SA.

Center Events and Participation The Center's events—Lecture Series, Film Series, annual

Table C-2: CSAS Public Programming								
Event Type	AY 2014-15		AY 2015-16		AY 2016-17		AY 2017-18	
	#	Attnd	#	Attnd	#	Attnd	#	Attnd
Lecture Series	13	365	15	656	15	681	17	819
Film Series	n/a	n/a	2	86	3	114	3	96
SA Transnational Conference	1	60	1	99	1	59	1	114
Pakistan Conference	1	40	1	60	1	84	1	76
Graduate Student Conference	n/a	n/a	n/a	n/a	1	51	1	49
Performances	1	200	2	130	1	125	1	67
Workshops/Symposia	2	78	3	107	4	215	6	324

conferences, performances, workshops, and career events—are open to the general public and attract and impact a diverse audience ranging from 40-100 people per event. Over **5,000** people have attended CSAS-

sponsored events in the last 4 years (Table C-2). Attendance at CSAS co-sponsored events (organized by other U-M units and SA-focused student groups with direct, acknowledged, CSAS support) is many thousands more.

Usage of Center Resources Usage of Center resources from 2014-2018 by students, faculty associates, and the general public has been consistently strong, as evidenced by: event attendance data (Table C-2); SiSA student fellowships (\$108,000 to 36 students); language training support for undergraduate and graduate students (\$1.3 million; 73 FLAS awards); support for faculty conference and research travel (\$48,741 to 36 faculty, non-language and language); support for faculty research assistants (approximately \$36,631 distributed to 14 faculty); outreach and programming (\$313,983); and library acquisitions (\$460,961).

(C-2) Addressing National Needs and Dissemination of Information. CSAS disseminates important information about SA through public events, newsletters, web-based materials, a YouTube channel, media relations, outreach activities, career-focused events on USED national needs areas, and targeted marketing campaigns. SA curriculum modules produced with Center expertise and support can be found on affiliated websites for WHaLI, UM-UPR, and MIIE (see Narr. I-1 and I-2). CSAS affiliated faculty regularly discuss topics of critical national importance in their publications and media appearances (see Table I-3).

(C-3) Equal Access and Treatment. U-M and CSAS are committed to providing equal access for and treatment of eligible project participants from underrepresented groups. U-M does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions, and subscribes to GEPA. U-M's commitment to increasing diversity in employees and students is evidenced by its DEI initiative (see B-3 and Table B-4). CSAS collaborates with the U-M's Center for Educational Outreach to ensure that all our events are accessible. U-M lecture rooms are equipped with assistive listening systems and accommodations can be made to meet the needs of

physically, visually, learning, and ergonomically impaired audience members. Closed-captioning for videotape projection is available in the II's main lecture room.

(C-4) Evaluation Plan. External Evaluation CSAS and other U-M area studies centers will continue to work with the independent and external evaluator, Formative Evaluation Research Associates (FERA), a 100% woman-owned Michigan corporation, DUNS #083426965. This decision is based on the quality of FERA's performance in the current grant cycle and on a competitive bid process, in which FERA was asked to submit a proposal outlining services and rates, along with four other evaluation companies. FERA has experience providing services to nonprofits and their partners for over 45 years and has evaluated USED grants, Labor and Small Business Administration grants, universities, CCs, K-12 institutions, and international projects. FERA's evaluation plan is comprehensive and objective. Details are provided in Table C-3. CSAS is confident that this plan will produce quantifiable, outcome-measure-oriented data to help us continuously improve our programs.

Table C-3: FERA Evaluation Plan				
Guiding Questions for Evaluation				
1. How effective are outreach strategies for MSI, CC, and K-12 educators and how can they be strengthened?				
2. Which strategies for outreach to K-14 educators are most effective? Least effective? What additional, or adjusted, strategies are needed?				
3. What challenges and supports exist for educators to use their new knowledge and materials in curricula?				
4. What else do educators need to support classroom use of area studies content?				
5. How likely are educators to use content from workshops in curricula and in what ways is it being used in classrooms?				
6. How effective are the strategies for disseminating area studies content and materials regionally and nationally? What additional, or adjusted, strategies are needed?				
7. To what extent and in what ways have the U-M NRCs increased access to area studies professional development opportunities both regionally and nationally for MSIs, CC faculty, and K-12 teachers?				
8. To what extent have U-M NRCs increased MSI's, CC's, and K-12 teachers' access to NRC content and area studies specific materials both regionally and nationally?				
Evaluation Activities: UM-UPR Collaboration, WHaLI, MIIIE	Y1	Y2	Y3	Y4
Analyze the UPR design toolkits, MIIIE curriculum modules, and WHaLI curriculum resources. Develop matrix.		X		X
Develop evaluation questions to implement at the symposium/workshop.	X	X	X	X

Observe a sample of classrooms taught by WHaLI workshop participants to obtain an external observer's perspective on the degree to which program training and materials are being used.	X			
Conduct background context interviews and interviews (in Spanish for UPR) with WHaLI, UPR, and MIIIE participants.		X		X
Conduct a follow-up survey and/or classroom visit with WHaLI, UPR, and MIIIE participants.	X	X	X	X
Provide annual reports and meet with NRC Centers to discuss progress on projects, performance measures, data interpretation, and areas for improvement.	X	X	X	X

U-M Evaluation U-M implements many program evaluation protocols at the university and school/college level. As a part of the decennial institutional re-accreditation process, the university conducts a large-scale self-study. The most recent 2010 study focused on internationalization, and implementing its recommendations has dramatically increased the number and variety of, and student access to, international experiences (see Narr. H-4). For undergraduate programs, the LSA Curriculum Committee, composed of faculty representatives from across the College, reviews all new course proposals and updates to majors and minors. For graduate degree programs, Rackham Graduate School conducts a review every 4 years based on admission, retention, completion and placement data, current student surveys, and frank discussions of results with program faculty. All courses, instructors, and teaching assistants are evaluated each term using quantitative measures and open-ended questions.

Teaching evaluations play a major role in lecturer and faculty reviews for reappointment, tenure and promotion. U-M also conducts regular surveys of its student body (e.g., the annual “U-M Asks You” survey of all undergraduates, and the national Survey of Earned Doctorates), both internally and in collaboration with wider studies of higher education outcomes, and uses the results to improve the experience of students on campus and their career trajectories. Finally, the Career Center gathers student placement information through the First Destinations survey.

CSAS-Specific Evaluation CSAS requests all participants attending Center sponsored events to complete a feedback form assessing the value of the event, how they learned about it, and

whether they are U-M student, faculty, staff, alumni, or a member of the general public. CSAS hosts a bi-annual Faculty Associate forum and an annual meeting with graduate students to solicit feedback, and conducts an annual review of its activities in its EC. It also submits an annual report to the II that evaluates Center initiatives, budgets, and a strategic plan for the coming academic year.

Response to Recent Evaluations CSAS annual reviews and faculty forums have resulted in the addition of an annual Interdisciplinary Graduate Student Conference (from 2017), increased performances and film screenings, and more partnerships and co-sponsorship of events across campus, which helps ensure that a diversity of viewpoints is represented. CSAS has also benefited from FERA's evaluation of our outreach efforts from 2014-2018. FERA data summaries, including both outcome and formative data, are reviewed annually and are used to adjust outreach activities, improve recruitment, and strengthen access to area studies content and materials. For example, FERA found that during the 2015 and 2016 U-M-UPR symposia (see Narr. I-2), K-12 teachers valued the content presented and were likely to use it in their classrooms; however, teacher interviews and survey results indicated that teachers needed additional support to translate academic presentations into lessons. U-M partnered with its SOE and enlisted the support of CEDER to help facilitate this. Presenters now meet with a curriculum development expert to discuss pedagogy to help them craft their presentations in a way that supports K-12 teacher use. Feedback from evaluations, including specific suggestions, have been shared annually with UPR, WHaLI, and MIIIE and used to strengthen their efforts.

FLAS Evaluation Plan CSAS's FLAS evaluation plan is designed to align our efforts towards achieving internal goals with the overall tracking measures used by USED to evaluate the success of the FLAS Program as a whole. The overarching and specific evaluation questions,

as well as data collection methods and analysis are listed in Table C-4. Our ambition to broaden access to foreign language and area studies, especially for students from underrepresented groups, is reflected most directly in the third question (see below). The evaluation plan will be implemented alongside our existing efforts at evidence-based programming based on data collection and evaluation, and will benefit from the experience in these domains within the II and other Centers

Table C-4: CSAS FLAS Evaluation Plan	
Overarching Question: To what extent has U-M's language and area-studies training contributed to improved supply and diversity of South Asia specialists?	
Survey Question	Methodology/Data Analysis
Q1: To what extent are students placed into post-graduate employment, education, and training in areas of national need and into positions using South Asia language and area studies skills? <ul style="list-style-type: none"> • How do placement rates evolve over time? • How effective are efforts to increase these placements? What interventions are particularly effective to serve as best practices? 	Administration of FLAS tracking survey (CSAS, yearly)
	II-wide comparative analysis of shared and Center-specific efforts, using placement data and additional data from exit and follow-up surveys
Q2: To what extent do students increase their proficiency levels for reading, writing, and listening/speaking language skills through enrollment in advanced CSAS language classes? <ul style="list-style-type: none"> • How does proficiency improvement evolve over time, broken down by language skill? • How can these efforts be improved? 	Administration of proficiency tests for FLAS fellows at the beginning and end of courses (CSAS language instructors, yearly)
	Collaborate with the Language Resource Center (LRC) to determine best practices for learning goals based on CSAS data.
Q3: What barriers appear from the accounts of students who started a FLAS application, but did not submit it? <ul style="list-style-type: none"> • What reasons are given by students who start but don't finish a FLAS application? What impact does timing, availability of faculty for language evaluations and recommendations, etc. have on completion rates? • How can potential barriers be addressed? 	Administration of survey about FLAS application process and student experience, one week post-deadline, including all incomplete and complete applications.
	II-wide comparative analysis of shared and Center-specific efforts, using yearly application data.

(C-5) Placement of Graduates in Areas of National Need. Of the 50 SA Undergraduate (UG) AY FLAS Fellows who have graduated as of Winter 2018, 74% (37/50) received a degree related to SA. Among them are 12 International Studies (IS) majors; 10 SA majors; 16 Asian Languages & Cultures (ALC) minors; 4 Asian Studies (AS) minors, and 1 IS minor. 83% of UG FLAS Fellows in Hindi, Urdu, and Tibetan graduated with advanced language proficiency,

having completed at least three years of language courses. CSAS, in coordination with the II, Career Center, International Center, and other units on campus, sponsors a variety of career-related workshops, panels, and presentations during the academic year geared towards fulfilling areas of national need. In 2016-17, the International Career Pathways (ICP) series presented over 20 events, including information on internships with the U.S. State Department, Peace Corps, the Foreign Service Officer selection process, and panel discussions on international careers in teaching, engineering and technology, and health services. We will continue to encourage our students to pursue careers in areas of national need and provide information on career opportunities in these fields.

(C-6) FLAS Student Enrollments and Placement. CSAS tracking data shows that among the cohort of 31 SA PhD students who graduated since 2014, roughly two-thirds (19/31) are employed in academic research, teaching, and/or administration positions, and one third are employed in the private and non-profit sectors (10/31; 2 did not report). Among the latter, 2 work as economists for the World Bank and FEMA, respectively; 1 is a Global Dispute Analyst for Jones Day, a firm specializing in international law; 1 is a research associate at the Rocky Mountain Institute; 1 is a biofuels analyst for the United Nations Energy Programme; and 1 is a solar analyst for Bloomberg New Energy Finance. Among 28 currently-employed SA Masters graduates tracked by CSAS, nearly half work in higher education (6), the Federal government (2), the U.S. military (2), or in an international organization based in the U.S. (2). The remainder work in a range of capacities in the private for-profit or non-profit sectors (see Table C-5).

(C-7) Impact of FLAS Awards on National Needs. CSAS uses documented procedures and adheres to USED regulations and guidelines in the selection of all FLAS fellowship recipients, which helps ensure these awards go to students likely to pursue careers in areas of national

need. Fully 100% of FLAS awards have gone to students studying a language deemed of critical national need as defined by the 2017 Consultation with Federal Agencies. U-M's contributions to the nation's supply of specialists with expertise and competence in SA Languages is evidenced by placement records for FLAS recipients who have responded to Center requests for information (see Table C-5).

Table C-5: Placement Data for FLAS Recipient Alumni		
Placement Data for 60 Recent FLAS Recipient Alumni, Masters and PhD (4 non-response)		
Sector	No.	Sample Institutions
Higher Education Faculty	29	Yale University; Oberlin College; University of York; University of San Francisco; University of Washington; University of Wisconsin; College of William and Mary
Private for-profit	20	International Business and Technical Consultants, Inc.; IDinsight; KQED; Owens Corning; Google; BrandWatch; Heritage Oaks Hospital
Private non-profit	6	Landsea; Muslim Advocates; Synergos Institute; Arab-American Family Support Center; International Forestry Resources; Americana Foundation
Government	1	Department of State (Foreign Service Officer)
Placement Data for 29 Recent FLAS Recipient Alumni, Undergraduate (4 non-response)		
Sector	No.	Sample Institutions
Higher Education (continuing education)	7	Michigan State; Wayne State; University of Michigan; Columbia University
Private for-profit	14	Accenture; St. Joseph's Hospital; YouTube; Pepsico; Seek Refuge; Columbia University Admissions; Michigan Medicine
Private non-profit	3	Sexual Assault Prevention & Awareness Center; ProtoCall Services; John Snow Inc.
Government	1	Department of State (Intern)

D. Commitment to the Subject Area

The University's ongoing commitment to our field remains strong and continues to grow. U-M contributed over \$11 million for SA scholarship, research, and teaching in 2016-17 alone (see Table D-1). Since 2014, U-M has recruited and hired 13 new tenured or tenure-track faculty whose research and teaching is focused on South Asia (in Anthropology, ALC, English, Linguistics; and in the Schools of Environment and Sustainability, Information, Medicine, Public Health, and Music, Theater, and Dance).

Table D-1: U-M Institutional Support for South Asia, 2016-2017				
PERSONNEL				\$6,637,723.66
Teaching Staff [FTE]	Salary	Benefits	Subtotal	
Faculty	\$4,555,062.00	\$1,412,069.22	\$5,967,131.22	
Language Faculty	\$206,561.00	\$64,033.91	\$270,594.91	
Professional & Administrative Staff [Based on % FTE dedicated to SA]				
Library	\$136,867.99	\$42,429.08	\$179,297.07	
Center for South Asian Studies	\$100,667.75	\$31,207.00	\$131,874.75	
Opportunity Hub	\$42,794.00	\$13,266.14	\$56,060.14	
Dept. Asian Languages and Cultures	\$21,220.41	\$13,018.16	\$32,765.57	
STUDENT SUPPORT				\$4,195,098.00
Graduate Departments and Schools: Fellowships, Tuition waiver & health insurance for TAs, Conference travel grants, Research Support grants (some international)			\$3,871,701.00	
FLAS Supplement: Graduate tuition & insurance supplement			\$140,378.00	
Undergraduate Study Abroad Funding: Through CSAS, II, other sources			\$183,019.00	
OTHER				\$228,171.00
South Asia Library Acquisitions			\$101,800.00	
Support for SA Programming			\$71,312.00	
Travel Support for SA Faculty and Staff			\$52,059.00	
Institutional Memberships for SA Professional Organizations			\$3,000.00	
TOTAL U-M INSTITUTIONAL SUPPORT FOR SOUTH ASIAN STUDIES				\$11,060,992.66

Operation of the Center Direct U-M funding to CSAS for staff salaries has been generous, amounting to \$131,875 annually. In addition, stipend support is provided for the Center director, who also receives a laptop computer and reduced teaching load (totaling \$17,000, excluding salary for reduced load). Last year, CSAS relocated to a newly renovated space that was designed specifically to house U-M's interdisciplinary and internationally-focused units (Weiser Hall; total construction budget \$49 million), including the II, the administrative home of the CSAS.

Teaching Staff U-M has long been at the forefront in its commitment to faculty teaching on and researching in South Asia. Faculty positions were supported this year by over \$6.2 million in

University-based salary support (reflective of time devoted to SA; see also professional development commitments in Narr. B-1, and pedagogical training support in Narr. G-3).

Library Resources The library's annual contribution for the salaries of staff dedicated to SA is \$179,297, supplemented by funds for professional travel. The library's current annual budget for the acquisition of books and materials on SA is \$101,800.

Linkages Abroad CSAS and its affiliated faculty maintain linkages with many institutions in SA (see Table D-2), through faculty and student exchanges, joint conferences, and research collaborations.

D-2 Institutional and Faculty Linkages Abroad, 2014-18	
Institutional Collaborations (Signed Memoranda of Understanding)	
All India Institute of Medical Sciences (New Delhi), Amrita Vishwa Vidyapeetham University; Ashoka University; Centre for Monitoring the Indian Economy; Government of Tamil Nadu; Habib University; Indian Institute of Science Education and Research (Pune); Indian School of Business (Hyderabad); Institute of Stem Cell Biology & Regenerative Medicine; King Edward Memorial Hospital; KMCH Research Foundation; Lahore University of Management Sciences; Madras Christian College; Madras Institute for Development Studies; Maharashtra University of the Health Sciences; National Council of Applied Economic Research (Dhaka); Postgraduate Institute of Medical Education and Research (Chandigarh); Public Health Foundation of India; Salokaya College of Nursing; Shiv Nadar University; Srinivasan Services Trust; Delhi University; Vidya Integrated Development for Youth and Adults	
Additional Institutional Linkages through Faculty Collaborations	
Aligarh Muslim University; Anna University; Arsenic Asian Network; Bhandarkar Institute; BRAC University; Cancer Foundation of India; Centre for Research and Education for Social Transformation; Centre for Policy Alternatives (Colombo); Cereal Systems Initiative for South Asia; CIMMYT; Healis Sekhsaria Institute of Public Health; Indian Institute for Human Settlements (Bangalore); Indian Institute of Public Health (Gandhinagar and Hyderabad); Indian Institute of Technology (New Delhi and Bombay); Indian School of Business (Mohali); Institute for Social and Environmental Research (Nepal); Institute of Child Health (Kolkata); International Institute of Information Technology (New Delhi); Jawaharlal Institute of Postgraduate Medical Education & Research; Jawaharlal Nehru University; Jamia Millia Islamia University; Kabul University; Swami Vivekananda Youth Movement; Tata Management Training Centre; The Forum on Contemporary Theory, Baroda; Tilak Maharashtra Vidyapith; University of Mysore	

Over the past 5 years, the CSAS has established Memoranda of Understanding and/or institutional relationships with: Ashoka University, University of Delhi, Shiv Nadar University (SNU), the Indian Institute of Technology (New Delhi; IIT), and the Indian Institute of Science Education and Research (Pune; IISER) in India; and with the Lahore University of Management

Sciences (LUMS) and Habib University in Pakistan. Supported by \$172,000 in grants/gifts to the CSAS to foster linkages abroad from the President's and Provost's offices and a private donor, relationships with these institutions include: support for joint faculty workshops, visits by faculty to U-M, student exchanges, and student research collaborations.

Outreach Activities CSAS conducts an wide array of outreach activities, including: a Lecture Series, a Film Series, 3 annual conferences, and exhibitions that are all offered to U-M faculty, students, staff, and members of the community; and workshops for K-16 teachers, locally, regionally, and nationally (see Narr. A-1, A-2, I-1). U-M contributes substantial financial, staff, and infrastructure resources to each of these activities; this support includes \$106,390 for our annual conferences since 2014, and \$71,312 for our outreach programming in 2016-17, in addition to staff and faculty time, and institutional space and equipment for activities in the K-12 arena.

Qualified Students CSAS recruits MA students from the top undergraduate programs in the U.S., assists other graduate programs across the university in attracting qualified students interested in pursuing SA research, and draws on well-qualified potential undergraduates both state- and nation-wide. The quality of our students is reflected in the fact that U-M has been a top producer of U.S. State Department Fulbright Fellows for decades, and was the top producer amongst public institutions in 2016-17 and 2017-18. U-M also recruits Foreign Area Officers and covers any tuition shortfall for officers enrolled in area studies MA programs. The CSAS also benefits from II recruitment efforts at the Defense Language Institute in Monterey, California, where 2 staff members are sent annually to attend 2 recruiting fairs.

Financial Support to Students CSAS, II, and U-M are committed to supporting student research in, and study of, SA at both graduate and undergraduate levels. At the undergraduate

level, U-M and the CSAS provide fellowship support for engaged learning and internship opportunities in SA. At the graduate level, U-M provides fellowship support for PhD and MA students, the financial shortfall between FLAS support and U-M tuition, and grants to support research and travel for conferences. This support is generous, amounting to \$4,195,098 in 2016-17, the last year for which we have complete data (see Table D-1).

E. Strength of the Library

(E-1a) Library Holdings, Museum Collections, and Archives. The U-M Library's South Asia collection benefits from over a century of focused collecting, and is among the nation's strongest. Housed primarily in the Hatcher Graduate Library, the SA collection consists of approximately 370,000 titles, including over 130,000 volumes in SA languages, 1,700 current serial titles, and a vast array of maps, photographs, artworks, audio and video recordings, and popular media, including pamphlets, novels, and film magazines, among others. The collection is strong in the humanities and the social sciences, with secondary collections in law, medicine, public health, architecture, natural sciences, and mathematics. In addition to books, the collection encompasses manuscripts, microfilms, sets of research source materials, catalogues of other significant collections, and extensive musicology materials. Other significant holdings of SA material are located in the Law, History of Art, Fine Arts, and Music Libraries. The collection is curated to serve the interests of our undergraduate and graduate students, in LSA as well as in our many professional schools.

The SA collection is strong not only in English-language materials, but in Hindi and Hindi dialects, Urdu, Persian, Tamil, Bengali, Marathi, Sanskrit, Tibetan, Punjabi, and Rajasthani, with additional resources in approximately 20 other languages. Holdings include complete runs of several newspapers extending over 100 years; complete Census of India reports dating back to

the 19th century; imperial and district gazetteers; archaeological surveys and epigraphical reports; and access to important archival collections through online databases.

Non-print Holdings in our Collections Our collections include 10,000 images in the Islamic Art Archive, the oldest photographic archive of Islamic art in the U.S. U-M also has a wealth of SA materials in its Museum collections, including the Koelz Collection of Himalayan Art in the U-M Museum of Anthropology, which includes, among other items, Kashmiri shawls, Buddhist Tangka paintings, and amulet boxes.

During the past 4 years the U-M Library has been strategically expanding our SA collections. In partnership with CSAS, the library recently added 3 major electronic resources: 1) *India, Raj, & Empire* (online digital access to holdings at the National Library of Scotland); 2) *The East India Company* (1.2 million pages of primary source documents from the India Office Records); and 3) *Foreign Office Files for India, Pakistan and Afghanistan, 1947-1980* (British Government files from the UK national archives).

The library also pursues collecting in specialized subjects. U-M has partnered with the Library of Congress and other major SA libraries (through the Committee on South Asian Libraries and Documentation (CONSALD)) to ensure that underrepresented SA subjects and languages are contained in major collections. Different libraries have chosen different areas and U-M is now one of only 3 libraries nationally that collect materials in the Oriya language.

Institutional Support The SA Collection is supported by dedicated staff with regional expertise. Staff manage the collections acquired from SA in relevant languages and distinctive subjects, solicit and accept purchase recommendations, catalogue new acquisitions, provide assistance to library collections, and offer formal instruction in bibliographic resources. Key staff members include the Librarian for SA J. Martin (Appx. 1A-38), a cataloger, a SA librarian

supervisor, international collections supervisor, and 4 student assistants that perform other technical processing. U-M Library support for staffing totals 2.75 FTE and \$176,146 in salaries and benefits. The U-M Library spends \$101,800 annually for SA collections. However, this amount is supplemented each year by other funds to purchase databases, microfilm sets, and multimedia.

(E-1b) Cooperative Arrangements. Researchers using the U-M libraries enjoy access to almost all major research collections in North America and abroad, thanks to U-M's participation in the Online College Library Center (OCLC). Additionally, U-M is a dues-paying member and a regular evaluator and leader in cooperative acquisitions projects overseen by the Center for Research Libraries (CRL), the South Asia Microfilm Project, CONSALD, and the SA Cooperative Acquisitions Program. The library is actively involved in the Digital Dictionaries of South Asia project (through the Big Ten Academic Alliance (BTAA)) and in the South Asia Information Access project (funded by a grant from the USED's Technological Innovation and Cooperation for Foreign Information Access program). In the latter project, the Library has been a leader in establishing the Open Archives Initiative as a medium for information sharing. In collaboration with U-M's other Asia Centers and the Library, and with the support of a \$200,000 grant from the NEH's "Humanities Open Book Program," CSAS is helping to make 100 titles published by U-M's Asia Centers over the past 50 years freely and publicly available online. In the coming grant period, we plan to participate in the South Asia Open Archive, which creates and maintains a collection of open access materials for SA studies.

Access to Michigan Collection Most libraries in the U-M library system feature open stacks accessible to all individuals for onsite use, including access to online resources via university computers. Faculty and graduate students from other U-M, BTAA, or Michigan Research

Libraries Triangle member institutions enjoy free guest borrowing privileges, and borrowing privileges for other guest users are available for a small fee. Both Google and Hathitrust continue to be major factors making materials in the U-M Library accessible worldwide (making out-of-copyright materials openly accessible in full-text, and copyrighted materials more visible to a widening network of users). The digitization of Library and Museum holdings has allowed us to share our resources across the globe. The Koelz collection, for example, has been digitized and is available through an online exhibition. Other online exhibitions include “Smallpox Eradication in India, 1972-1977,” drawing on the Brilliant Collection in the Taubman Health Sciences Library; and “Maps and Map-Making in India,” drawing on our SA collection in the Clark Map Library.

The Library’s Interlibrary Loan (ILL) processes have also continued to expand: over 70% of the SA collection is available for circulation through ILL within the U.S. and Canada. Each year the library receives and fulfills a large number of requests for SA materials from across the US and worldwide, both in English and vernacular languages. CSAS also endeavors to increase the accessibility of the SA collection to scholars for research purposes through its academic sharing program, which provides \$1,000 toward travel expenses involved in using the collection.

F. Quality of the Applicant’s Non-Language Instructional Program

(F-1) Quality and Extent of Course Offerings in a Variety of Disciplines. Table F-1 below identifies the 18 LSA departments that together offered 125 courses devoted 100% to SA (45), or with significant SA content (at least 25%; 80 courses) during 2016-17 and 2017-18.

TABLE F-1: 2016-18 Distribution of SA Non-Language Courses Across Fields											
LSA Departments	Course Level								Enrollments		
	Undergraduate			Both	Graduate			Total	2016-2018		Total
	100	200	300	400	500	600	700+		U/G	Grad	
American Culture		1	4					5	162	1	163
Anthropology		1	3	2	1	1	1	9	99	14	113
Asian Languages & Cultures		11	16	6	4	2		39	1460	69	1529
Classical Studies			1					1	133		133
Communication Studies	1		1				1	3	16	2	18
Comparative Literature		1						1	13		13
English Language & Literature			5	4	1	1	1	12	240	21	261
History	1	7	3	8		3	1	23	398	47	445
History of Art		2	2	2	1	1		8	228	21	249
International & Comparative Studies			1					1	5		5
Linguistics			1					1	3	88	91
Near Eastern Studies			1	3				4	19	7	26
Philosophy					2			2		17	17
Political Science			2	1				3	106		106
Residential College	1							1	15		15
Sociology					1	1		2	11	4	15
South Asian Studies					1	1	1	3		11	11
Women's Studies		1	5			1		7	190	2	192
TOTAL	3	24	45	26	11	11	5	125	3098	304	3402

Availability of South Asian Courses in Professional Schools (See Table F-2) SA has a strong presence in Law, Business, and Public Policy, where CSAS affiliated faculty teach courses such as “Law and Economic Development: India” or “Corporate Strategy in India” that are entirely focused on SA; and comparative courses, such as “Business in Asia” and “International Politics of Poverty,” that have significant SA content. What course numbers alone fail to show, however, are the many SA opportunities professional schools offer through experiential learning opportunities abroad (see Narr. H-4).

Table F-2: Distribution of SA Non-Language Courses in Professional Schools											
Professional Schools	Course Level								Enrollments		
	Undergraduate			Both	Graduate			Total	2016-2018		Total
	100	200	300	400	500	600	700+		U/G	Grad	
Architecture (Taubman College of)					1			1		18	18
Art and Design (Stamps School of)			3					3	21		21
Business (Ross School of)			1	1	1	2		5	28	98	126
Environment & Sustainability (School of)					1			1		13	13
Law (School of)							3	3		14	14
Music, Theatre & Dance (School of)			1	1	1			3	24	8	32
Public Policy (Ford School of)			1	1	1	2		5	96	74	170

(F-2) Interdisciplinary Courses. Many of the **147 non-language courses** devoted to SA at U-M are interdisciplinary in content and approach; 36% of undergraduate, and 33% of graduate courses are cross-listed in other departments and schools (see Appx. 3). For example, professors Khanna (Law) and Chanchani (History of Art), are collaborating to co-teach “Interdisciplinary Problem Solving” on heritage preservation in India in Fall 2018, a course cross-listed in 7 separate schools and colleges. A number of SA faculty have appointments in more than 1 unit within LSA, and some LSA units, such as Women’s Studies, are interdisciplinary by design. Many of our faculty affiliates are active in interdisciplinary units on campus, for example Digital Studies and Science and Technology Studies. All graduate and undergraduate students at U-M are offered a wide selection of interdisciplinary courses and concentrations.

(F-3) Adequate Non-Language Faculty. U-M has a sufficient number of teaching faculty to offer a robust and interdisciplinary set of non-language courses on SA (see course listing for 2016-18 in Appendix 3) and to enable the Center to carry out its programs.

Pedagogy Training for Teaching Assistants Graduate Student Instructors (GSIs) at U-M must take at least 20 hours of pedagogical training, including a seminar at U-M’s Center for Research on Learning and Teaching (CRLT) and a 1-credit workshop at U-M’s Sweetland

Writing Center. CRLT seminars are offered prior to the beginning of each semester, and provide GSIs with strategies for effective teaching in diverse contexts. Most departments also require a 1-credit course prior to the start of classes and regular faculty/GSI meetings throughout the term. The U-M English Language Institute, which provides language and pedagogy training for international GSIs, works with CRLT to offer additional training sessions.

(F-4) Depth of Specialized Course Coverage. In the Anthropology department, 5 professors teach on SA: T. Fricke works on Nepal; C. Sinopoli teaches South Asian archaeology; M. Hull works on both India and Pakistan; M. Lempert conducts research among Buddhist communities in India; and J. Dua researches maritime piracy in the Indian Ocean. Complementing this strength in Anthropology, U-M also has excellent breadth and depth in its coverage of SA in the History department with 4 SA specialists: M. Sinha; J. Cole; W. Glover; and CSAS Director F. Mir. In addition, Central Asia specialist D. Northrop has introduced a course on Afghanistan to the curriculum (Hist 449). In Political Science, P. Jones brings expertise on Afghanistan and Islam, and B. Min on India. Both K. Toyama and J. Pal in the School of Information are specialists on digital information technology with active research profiles in India. In Communication Studies, A. Punathambekar teaches film, television, and new media studies. L. Fernandes in Women's Studies, and R. Mahalingam in Psychology bring their strengths in gender and caste studies, respectively, to our social science offerings (all CVs are available in Appendix 1A).

The teaching of SA-related humanities has long been a special strength at U-M. South Asian religions is a case in point. The program in Buddhist Studies is recognized as one of the strongest in the country and benefits from the leadership of 2006 Guggenheim Fellow, D. Lopez. Our existing strength in Sikhism, with A. Mandair, will be complemented by Sikh music scholar I.

Kaur joining the School of Music, Theater, and Dance in Fall 2018. ALC recently hired Sanskritist D. Brick, who will also teach courses on Hinduism. SA Islam is well-covered by CSAS director F. Mir and by J. Cole, who is widely recognized as one of the nation's preeminent experts on Islam in SA.

SA literary studies is another strength. SA literature in translation and the literary theory of SA fiction and poetry are taught by C. Merrill in Comparative Literature; G. Desai, S. Nair, M. Lahiri, and A. Khan in English; and Delbanco Visiting Professor of Creative Writing T. Faizullah, also in English. In History of Art, D. Herwitz is a leading expert of modern Indian art, and N. Chanchani teaches both survey and specialized courses on SA art. Faculty in Art & Design also engage in SA art theory and practice: O. Khan is both practitioner and teacher of contemporary SA art, and I. Aristarkhova brings expertise as both a critic and curator with deep engagements with contemporary Indian art practice.

G. Quality of the Applicant's Language Instructional Program

(G-1) Extent of Language Coverage, Enrollments, and Levels. U-M is a major center for the

Table G-1: SA Languages at U-M			
Language	Levels Offered	Enrollment 2016-17	Enrollment 2017-18
Bengali	3	8	19
Hindi	3	144	156
Persian	4	56	84
Punjabi	2	16	16
Sanskrit	2	16	0
Urdu	3	48	48
Uzbek	2	7	7
Total Enrollments		295	330

teaching of SA languages, including Bengali, Hindi, Persian, Punjabi, Sanskrit, and Urdu (see Table G-1). Classical language instruction is available in Sanskrit, and coursework in Classical Tibetan, Classical Punjabi, and Pali are available on request (*FLAS CP2*). Since 2014, first and second year Uzbek has been offered through a course share

program in collaboration with Ohio State University, with an option for third year Uzbek courses from Indiana University.

(G-2) Language Levels and Languages in other Disciplines. We offer 3 levels of instruction each year in Bengali, Hindi, Urdu, and Persian (4 levels); and 2 levels in Punjabi (in a two-year cycle), Sanskrit, and Uzbek (distance learning). For the upcoming cycle, CSAS is requesting Title VI support for the addition of Tamil to our language offerings (Bgt. 1.B). We are keen to offer Tamil at all 3 levels each year. Enrollments in SA language courses average over 300 per year (Table G-1).

In addition to these courses, ALC has 4 tenured/tenure-track professors who teach in SA languages: D. Lopez (Tibetan), A. Mandair (Punjabi), C. Merrill (Rajasthani/Hindi; jointly appointed in Comparative Literature), and N. Chanchani (Gujarati; jointly appointed in History of Art). In addition, in Fall 2018 assistant professor D. Brick will join the permanent tenure-track faculty in ALC as a Sanskritist. Another recent addition to the faculty, S. Namboodiripad (Linguistics), gives us expertise in Malayalam. All are qualified and available to conduct advanced language tutorials and independent studies for interested students.

(G-3) Availability of Sufficient Number of Language Faculty. In addition to the 6 tenure ladder faculty above, U-M employs 4 specialists in SA language pedagogy as full-time lecturers: B. Aghaei, S.E. Ali, F. Hoque, and P.K. Gill. Aghaei, Ali, and Gill have multi-year renewable contracts governed by an agreement with the Lecturer Employees Organization (LEO); Hoque has an annual renewable contract, also governed by LEO. Together these 10 experts are sufficient to cover existing instruction requirements (see CVs in Appendix 1A).

Staff Language Pedagogy Training Language instructors attend required U-M workshops on pedagogy as well as workshops held by the AIIS, ACTFL, NCOLCTL, CARLA, and SALRC. They are also encouraged to take advantage of online resources like the Language Acquisition Resource Center. In addition, Ali attended a series of LCTL workshops in 2017-2018 on

developing proficiency-based language teaching materials organized by Michigan State University and funded by a \$1.2M grant from the Mellon Foundation to develop an online model of LCTL instruction reflecting best practices in proficiency-oriented instruction. Hindi is 1 of the 3 languages supported by the grant, and Ali is 1 of 3 members of the Hindi team on the grant. Ali, Gill, and Hoque attended LCTL workshops organized by the University of Chicago Language Center in Fall 2017 and Spring 2018 semesters. Ali and Gill have taken the ACTFL Oral Proficiency Interview in Urdu and Hindi, respectively, and both received highest distinction. Gill is now an ACTFL tester for Hindi, having completed the certification process. Language instructors actively seek out other opportunities to improve their pedagogy as well. In the past year, for example, Ali and Gill participated in Language Acquisition Resource Center webinars on task-based performance assessment, assessing vocabulary, developing rubrics for language assessment, and assessing speaking (see Narr. G-4).

SA language faculty have also benefitted from U-M's Gilbert Whitaker Fund for the Improvement of Teaching, which has awarded them 2 grants: "Online Components for Intensive Language Learning," and "Using Film to Teach Language and Culture: Punjabi." With the former, Ali and Aghae are engaged in producing online components for the intensive learning of Hindi, Urdu, and Persian; with the latter, Gill developed materials to explore particular cultural themes in Punjabi films and adapted these materials for a broader pedagogy using film in language learning.

The U-M Language Resource Center (LRC) supports the study of languages, literatures, and cultures by hosting programs during the semester to assist instructors in integrating technology into their courses, fostering dialogue around current language learning and teaching issues facing

the profession, and supporting instructors to find financial resources from other U-M units to support language course development.

(G-4) Quality of the Program.

Quality of the Language Program: Performance-Based Instruction Looking ahead, we will encourage our faculty to continue teaching in SASLI (Hoque taught there in 2017) because of its emphasis on evaluation and performance-based instruction; to continue our involvement in SALRC and support/implement the development of new “Standards-based Measurement of Proficiency” tests to measure all 4 basic skills (reading, writing, speaking, and listening) for Bengali, Hindi, Punjabi, Tamil (if funded), and Urdu, with our faculty and staff members participating in the development and beta-testing process; to encourage our faculty during the next 4-year period to enhance their utilization of the LRC; to maintain student portfolios to enhance students’ active roles in learning and offer guidance to instructors in assessing the effectiveness of their pedagogy; and to develop a uniform proficiency-based curriculum for Bengali, Hindi, Punjabi, Tamil (if funded), and Urdu.

Quality of the Language Program: Adequacy of Resources The state-of-the-art U-M LRC supports work on language pedagogy, teaching methods, educational research, language acquisition, instructional technology, evaluation, and productivity. New resources for digitization facilitate the preparation of language pedagogy materials. The LRC has helped Ali and Aghae, who are working on a CRLT-funded project (see Narr. G-3) by providing technical support to design and incorporate audio-visual aides into their online grammar and vocabulary learning materials. CSAS also supports the quality of the language program by providing multiple professional development opportunities for language teachers (Bgt. 3.B; see Narr. B-1).

Quality of the Language Program: Proficiency Requirements Our course curricula are designed to develop students' proficiency in the 4 basic language skills. Beginning language instruction involves 4 hours per week in the classroom and advanced language courses involve 3 hours of classroom instruction per week. Beginning and intermediate courses primarily focus on task- or theme-based learning to develop students' communicative proficiency. These students are assessed using ACTFL Can Do statements. Advanced courses are designed to emphasize content-based instruction and include substantial readings in journalistic, literary, and scholarly genres. Socio-cultural orientation increases the students' familiarity with important cultural aspects of SA language use and production. Course materials stress active manipulation of a practical vocabulary in both formal and informal contexts.

H. Quality of Curriculum Design

(H-1) Undergraduate Curriculum. U-M offers several options for formal study of SA (see Table H-1).

Asian Studies Majors U-M's undergraduate training in SA studies is primarily coordinated through ALC, which offers a major in Asian Studies (AS) and two minors: one in AS, and the other in Asian Languages (AL). The AS major encourages the development of knowledge of SA countries and their languages as well as training in a disciplinary field (e.g. cultural studies, film, history, literature, etc.). Under close supervision of a faculty advisor, majors design a plan of study that requires a minimum of 5 SA courses, and a minimum of 2 years (16 credit hours) of SA language training, with encouragement to pursue advanced language training. The AL minor is targeted toward language training. Between 2014-18, 101 degrees have been conferred in SA Studies, with 8 majors and 93 minors.

H-1: Options to Study South Asia: UG Majors and Minors			
Majors			
	Asian Studies BA & BS with focus on SA		Program in International and Comparative Studies (PICS) BA & BS
Credit Hours	30 credits excluding language requirement		33 credits excluding language requirement
Language Requirement	Fourth term proficiency in a SA language		Sixth term proficiency in a language; two terms in a language of the region
Sub-major Requirement	At least 15 credits in SA Studies		At least 4 courses in one sub-plan (listed): International Security, Norms, & Cooperation; Political Economy & Development; Comparative Culture & Identity; Global Environment & Health
Other Requirements	Breadth: At least 6 credits exclusively focused on region outside SA Cognate: At least 6 credits on either theory or methodology in field of study		-1 quantitative research methods course -1 course in world region of language studied -3 elective courses (requires approval of advisor)
Minors			
	Min. Credits	Language Requirement	Required Courses
Asian Studies	15 credits	None	At least 3 courses focused on a SA
Asian Languages & Cultures	15 credits	Sixth term proficiency in SA language	-2 terms of SA language at 3rd year level or above -2 courses in SA culture
International Studies	18 credits	Sixth term proficiency in non-English language	-INTLSTD 401, International Studies Advanced Seminar -3 courses focused on a single world region -3 courses focused on a single theme
Islamic Studies	16 credits	None	-MIDEAST 216, Introduction to Islam -2 courses 300-level or above on Islam Societies -2 courses focused on 1 region (SA is option)
Translation Studies	15 credits	One upper-level language course	-COMPLIT 200, Translation Across Disciplines or COMPLIT 322, Translating World Literatures -2 courses with translation as central component -Capstone translation project
International Minor for Engineers	16 credits	Fourth term proficiency in a non-English language	-6 credits of language -3 courses focused on non-US cultures /countries -International Engineering Seminar -6 weeks of relevant overseas experience

Program in International and Comparative Studies (PICS) Housed in the II, PICS offers an International Studies (IS) major and minor in which U-M undergraduates specialize in 1 of 4 tracks: International Security Norms and Cooperation; Global Environment and Health; Political Economy and Development; or Comparative Culture and Identity. PICS is one of U-M's largest undergraduate majors; between 2014-17, 66 IS graduates focused on SA and fulfilled their

language requirement by taking Hindi (34) and Urdu (32). There are currently 30 PICS majors with a SA focus fulfilling their language requirement with Hindi (18) and Urdu (12).

Minors for the study of South Asia U-M offers several interdisciplinary minors that enable students to study SA. These include minors in International Studies, Islamic Studies, Translation Studies, and an innovative new International Minor in the College of Engineering, which has grown to become the most popular minor in Engineering.

Appropriateness of Undergraduate Curriculum The undergraduate curriculum is reviewed regularly by the University, LSA, ALC, COE, Comparative Literature, Islamic Studies Program and the director and student services staff at CSAS to ensure that students electing any course of SA study will be prepared for graduate study, entry into government service and/or a professional career. Students are encouraged to complement these courses with coursework from other disciplines that will allow them to apply their SA-specific knowledge and skills in other academic or professional fields.

(H-2) Academic and Career Advising.

Academic Advising The II provides high quality academic advising for the PICS and CSAS graduate degrees, certificates, and graduate dual or joint degree programs with Public Policy, Law, Business, and Public Health. The advising staff consists of 6 full-time and 2 half-time staff who all hold Master's degrees in area studies or higher education administration; 1 holds a PhD (see Staff CVs in Appx. 1B). Our Faculty also play an active role in academic advising. CSAS MA students have monthly meetings with the CSAS director to assess their overall progress, and with their designated CSAS-affiliated faculty advisor to plan and execute their MA essay. The second faculty reader also plays an active advising role in the MA essay writing process.

Career Advising The International Opportunities Fair, held every October, brings over 100 organizations to campus, including federal government agencies, business, and non-profit organizations who wish to recruit U-M graduates with foreign language and area studies skills. In addition, the II offers information sessions with federal agencies and organizations, including the State Department and the Central Intelligence Agency. Finally, the Center works in close cooperation with LSA's Opportunity Hub on the India Internship Initiative (see H-4). The Opportunity Hub has dedicated staff to provide students career advising, and to help them garner valuable international work experience through internships.

(H-3) Graduate Students from Varied Disciplines and Professional Schools.

Graduate Curriculum The CSAS offers an interdisciplinary MA in SA Studies. This 2-year program combines advanced language training with graduate courses on SA in various disciplines. With the help of faculty advisors, MA students formulate programs of study that lead them towards SA-oriented careers in government, the private sector, or doctoral-level graduate study. The program's core requirements are the Pro-seminar SAS 501, a cross-disciplinary overview of SA scholarship (Bgt. 1.C); 24 credits in SA related courses; and a minimum of second-year proficiency in a SA language (Table H-2). The cornerstone of the MA is the Master's essay, a substantial piece of research written under the supervision of 2 affiliated faculty. Students pursuing the dual degree option fulfill MA requirements concurrently.

The CSAS also offers a Graduate Certificate in SA Studies to students enrolled in any MA or PhD program, in LSA and the professional schools (Table H-2). Students in both the certificate and MA programs are actively encouraged to participate in CSAS programming and activities. CSAS maintains a multi-disciplinary list-serv of graduate students working on and/or interested in SA, and shares CSAS events and opportunities with them on a weekly-basis

throughout the academic year. The Center's annual Interdisciplinary Graduate Student Conference provides an opportunity for MA and PhD students to present work-in-progress, and receive feedback from CSAS affiliated faculty and invited, external scholars.

Table H-2: Graduate Degree and Certificate Programs in South Asian Studies	
MA, CSAS	<ul style="list-style-type: none"> • Required core course SAS 501: Interdisciplinary Course on South Asia • 24 credits in SA graduate level courses • Breadth: students must take SA related courses in at least 3 different departments or schools • 2nd year competency in a SA language, by course or proficiency exam • Masters essay under supervision of 2 faculty members
MBA/MA dual degree program	<ul style="list-style-type: none"> • 3-year course of study • All MA program requirements are satisfied concurrently with MBA requirements
Student-driven Dual Degree Programs	<ul style="list-style-type: none"> • Course of study may vary, includes professional school students • In addition to requirements of the other graduate program, students satisfy requirements of CSAS MA program.
Graduate Certificate in SA Studies	<ul style="list-style-type: none"> • Required core course SAS 501: Interdisciplinary Course on South Asia • 15 credits in SA courses • A maximum of 6 credits may also be used to satisfy other degree requirements • Breadth: students take SA related courses in at least 23 different departments or schools • 1st year competency in a SA language, by course or proficiency exam

Graduate Studies in the Professional Schools The breadth of the Center's faculty allows graduate study of SA in nearly every college and school in the university. Graduate students study SA in 11 professional schools, in addition to 22 departments and graduate programs within LSA. We also have a longstanding MA/MBA and custom Dual Degree programs that allow students to combine the SA MA with professional degrees in Architecture and Urban Planning, Law, Environment and Sustainability, Public Health, Public Policy, and Social Work.

(H-4) Arrangements for Students to Conduct Research and Study Abroad. Creating

Table H-3: Study Abroad in South Asia, 2014-17							opportunities for students to conduct research and study abroad is a priority at U-M and CSAS. These combined efforts resulted in 734 students having
Experience	Bangladesh	Bhutan	India	Nepal	Pakistan	Sri Lanka	
Conference	0	0	9	0	0	0	
Internship	2	0	138	3	1	4	
Research	5	0	73	12	2	1	
Study	0	1	372	12	0	19	
Volunteer	0	0	84	3	1	1	
Total	7	1	667	30	4	25	

had an international education experience in SA between 2014-17 (Table H-3).

LSA Opportunities to Study in SA LSA students have a vast array of opportunities to study, intern, volunteer, or conduct research in SA (Table H-4). In 2016-17, 79 students studied abroad in India (73), Nepal (5), and Pakistan (1).

Table H-4: LSA Opportunities to Study in SA	
Unit	Program
CSAS Summer in South Asia Fellowship (SiSA)	CSAS awards 10 fellowships annually for students to create their own research project, carried out in conjunction with an internship at a NGO, corporation, or research institution in India; or to conduct research independently. CSAS has funded 93 undergraduates (out of more than 378 applicants), in 27 different subject areas.
CSAS Michigan-IISER Science Exchange	This program allows for student exchange between U-M and IISER, Pune, for study and/or to conduct research. CSAS can send U-M Humanities and/or Natural science students to IISER for up to 10 weeks, to work with faculty mentors on research projects. During the pilot in 2017, CSAS welcomed 6 undergraduate students to U-M and sent 2 undergraduates and a CSAS MA student to IISER's Pune campus. CSAS hopes to grow this program in coming years.
International Institute (II)	The II provides advising for the numerous funding opportunities that support research abroad, international internships, and the study of LCTLs, as well as conference travel and event funding. Dedicated II staff recruit and advise applicants for Fulbright and Boren Awards, which has contributed to U-M's impressive history of producing Fellows. Between 2014-17, 6 U-M students were awarded Fulbright and Boren Graduate Fellowships in India and Sri Lanka, and an additional 32 students were awarded II funding for research and/or internships in Bangladesh, India, Nepal, and Pakistan.
LSA Opportunity Hub	Launched in 2016, the LSA Opportunity Hub facilitates access for undergraduates to internships and funding so that they can gain valuable work experience. In cooperation with the School of Engineering, the Hub oversees the India Internship Initiative , which has sent 82 students to India since 2015 (with \$63,500 in funding).
Center for Global and Intercultural Study (CGIS)	CGIS provides students a wide variety of global engagement and learning opportunities around the world. Since 2014, CGIS has offered " Health and Community Globalization, Culture and Care " annually in Delhi, a 4-week course taken by 75 students. CGIS also piloted a summer study abroad program with Ashoka University in 2017, which it hopes to grow in coming years. CGIS will begin offering U-M students a summer intensive Hindi language program in Delhi (offered through CET) in 2019. CGIS offers need-based scholarships, helping to mitigate financial burden and increase access of international experience.
Global Scholars Program (GSP)	GSP is an academic living-learning community that prepares students to be interculturally competent global citizens. GSP leads regular trips to India to work with the NGOs Apne Aap Women's Collective, Indiability, and the Society for Promotion of Area Resource Centers; students participate in NGO activities related to coursework taken at U-M in preparation for the opportunity. Their next trip is planned for 2019.

Professional Schools U-M's professional schools and colleges have a rich array of opportunities for students who wish to study, intern, volunteer, or conduct research in SA (Table H-5). In 2016-17, 199 students in 16 professional schools studied abroad in Bangladesh (3), India (179), Nepal (6), and Sri Lanka (11).

Table H-5: Professional School Opportunities to Study in SA	
School/College	Sample Opportunities
Medical School	Medical School students and surgical residents can spend one month at AIIMS, New Delhi, for research and training.
Business (Ross School of)	Multidisciplinary Action Programs (MAPs) send students to India each summer to work on projects implementing solutions to business problems. Between 2014-18, 31 teams and 124 students have participated. Since 2010, its William Davidson Institute has provided approximately \$340,000 to place 34 students with businesses, nonprofits, and other organizations in India, Bangladesh and Bhutan.
Information (School of)	The School of Information has over the last four years funded 13 teams with 40 students to go to India through its Global Information Engagement Program (GIEP), which seeks to operationalize the skills of professional master's degree students.
Nursing (School of)	Students in our School of Nursing have the opportunity each summer for a three week immersion at the Salokaya College of Nursing in Delhi, in conjunction with the course "Community Health Nursing" (NURS 456).
Engineering (College of)	Through the student group BLUELab and Society of Women Engineers, students at the College of Engineering have been engaged in projects in India and Bangladesh. The Society of Women Engineers organize a week-long field visit each year to Walchandnagar, Maharashtra, where they work on STEM outreach with local students. BLUELab India has since 2014 been co-designing sustainable, culturally appropriate technology with communities in Kalol, Gujarat. And BLUELab Bangladesh, initiated in 2017, will over the coming years promote technological development in rural Bangladesh.
Law School	Students at the Law school have the opportunity to travel to India in conjunction with Vikramaditya Khanna's "Law and Economic Development: India" (Law 835); in 2018, 12 students took this opportunity. The Law School also has an externship program in India, which has sent students to work with the Human Rights Law Network and currently allows for a semester-long externship at the Alternative Law Forum, Bangalore.
Social Work (School of)	The School of Social Work has established a relationship with the Madras Christian College and VIDYA as part of its Global Activities Scholars program, which funds MSW students to do international field placement programs.
Art and Design (Stamps School of)	Art & Design students have a required international experience as part of their curriculum; opportunities to fulfil this include faculty-led courses to India as well as the ability to spend up to a semester at the Shrishti School of Art, Design, and Technology, Bangalore.
Music, Theatre, and Dance (School of)	SMTD students have the opportunity to travel to India each summer, in an experiential learning trip organized and led by Professor Stephen Rush. To date 135 students have availed of this opportunity.

Facilitating Access to Other Programs CSAS is active in making opportunities from other institutions' study abroad and summer language programs available to U-M students. CSAS regularly alerts students by sharing information about study abroad and language program in SA

on its own list-serv and directly with relevant departments. CSAS also identifies the most relevant student constituencies, and reaches out to them with targeted emails about opportunities. Given U-M student participation in programs run by the AIIS in India—students have recently participated in the AIIS Hindi, Punjabi, Urdu, Bengali, and Tamil—and in SASLI (27 U-M student participants between 2003-17), we are successfully facilitating access to other programs.

I. Outreach Activities

(I-1) Elementary and Secondary Schools. CSAS is actively involved with K-12 outreach, emphasizing capacity building and teacher training initiatives. For a full list of K-12 outreach initiatives, see Narr. A-1 and A-2. CSAS has participated in the following impactful programs:

World History and Literature Initiative (WHaLI) (*API, AP2, NRC CP1, CP2*) Launched in 2009, WHaLI serves as a strategic response to a critical need created when Michigan's legislature added a year of World History and Geography to high school graduation requirements. The new mandate on global, trans-regional, and comparative study within and across historical eras created a state-wide demand for professional and curricular development in world history and literature. WHaLI is a consortium of five U-M NRC Centers and active campus partners in the School of Education (SOE) and the Department of History. WHaLI hosts an annual 3-day workshop in global history and literature designed to deepen History, Social Studies, and English Language Arts teachers' content and pedagogical knowledge. Judging by attendance in 15 different workshops, and our near-and far-term evaluations, we have successfully met our goals in helping over **500** Michigan teachers improve their approach to teaching world history. Over the past grant cycle, **90%** of participants affirmed their commitment to using concepts and materials from the workshops and many indicated that they were also likely to share these resources with colleagues.

World Music Course for K-12 Educators (AP1, AP2, NRC CP2) U-M NRCs collaborate with the U-M Department of Music Education to offer a world music course in alternating summer semesters, to add area studies to K-12 music curricula. The National Association of Schools of Music recommends world music in all higher education curricula, and this applies to K-12 grades also. Our course required teachers to produce age-appropriate lesson plans related to their schools, so that they could be implemented in the following academic year.

U-M-University of Puerto Rico Partnership and Symposium (AP1, AP2, NRC CP1, CP2)

See narrative section I-2 (below) for information on the UM-University of Puerto Rico Symposium which includes a component for K-12 educators.

South Asia Book Award (SABA) (AP1, AP2, NRC CP1) CSAS has supported the South Asia Book Award over the past 4 years, which targets high-quality children's and young adult books that portray SA or South Asians living abroad (organized by the South Asia National Outreach Consortium). K-12 lesson plans are made for each book awarded and are publicly available on the SABA website. To date, **15 lesson plans** have been made available.

(I-2) Outreach to Postsecondary Institutions. CSAS has a number of outreach activities that have wide-ranging impact on U-M and postsecondary institutions across the nation, including CSAS's Lecture Series, Annual Conferences and Workshops, and work with U-M's SA focused student organizations. This section will focus on initiatives with MSIs and CCs (see a complete list of initiatives in Narr. A-1 and A-2).

U-M-University of Puerto Rico (UPR) Partnership and Symposium (AP1, AP2, NRC CP1, CP2) In 2014, CSAS and 6 other U-M area studies Centers partnered with the Colleges of Education, Humanities, and Social Sciences at UPR, an MSI, for the purposes of K-16 outreach. The College of Education at UPR trains hundreds of teachers each year who go on to work in

public and private schools in Puerto Rico. From 2014-18, U-M NRCs including CSAS have sent delegations of area studies experts to UPR for 4 annual UM-UPR Collaborative Curriculum Development Symposia for K-12, CC, pre-service, and UPR educators. The symposia have been organized on topics that cross multiple disciplines and allow representation from different world regions, including: Race, Gender, and Ethnicity; Rethinking Violence in Area Studies; Citizenship and Identity; and Political Tensions. Symposia are live-streamed to an international audience.

Midwest Institute for International/Intercultural Education (MIIE) (AP1, AP2, NRC CPI)

CSAS continues to expand its successful collaboration with MIIE, a consortium of 134 two-year colleges with the primary objective of increasing internationalization of CCs. This collaboration allows us to impact both urban and rural CCs in our region, which serve a large proportion of minority, first-generation, low-income, and adult students, according to recent National Center for Education Statistics and USED data.

CSAS's collaboration with MIIE will have 3 main components: 1) CSAS co-sponsors MIIE curriculum development workshops on global thematic topics, helping CC faculty develop SA curriculum modules to be used in at least 1 course offered on a continuous basis from the semester after participation. Modules are shared with other MIIE member institution faculty, creating far-reaching impact. 2) During the next cycle, CSAS will provide a \$1,000 professional service fee annually to a CC faculty member to develop a curriculum module focused on SA, in addition to those produced through the conferences. Each recipient is given access to the U-M library, mentoring, and feedback on the development of his/her module, and 8-10 months to finalize the module. 3) During the next cycle, CSAS will cosponsor a CC team (a minimum of 4 faculty and 1 administrator to ensure critical mass and strategic buy-in) to undertake a 3 to 4-year

international education plan. MIIIE CCs will be invited to submit a strategic plan for 2019-2022 to build/enhance their international education strategies (examples include undertaking curriculum development, establishing a degree in international studies, or increasing international events on campus).

(I-3) Outreach to Business, Media and the General Public. CSAS is committed to a range of programming that impacts business, media, and the general public and has greatly expanded its outreach efforts in the past 4 years. All of our events are free and open to the general public, and events are advertised in local newspapers and many local online event calendars in the metro-Detroit area. Our efforts to draw in the general public are manifest in our attendance numbers: 1,693 people attended CSAS sponsored events on the U-M campus in 2017-18, and over **5,000** attended during 2014-18.

CSAS benefits from Michigan News, a U-M unit that promotes research, major events, expertise and informational programs to increase media coverage of U-M around the world. Michigan News helps connect media outlets and journalists with U-M experts in SA and other critical world regions. Michigan News places emphasis on global news outreach that includes the translation of news releases into 4 languages (including Hindi), to be shared with media organizations across the globe. Mandira Banerjee is an international communications specialist who devotes 33% of her time to SA coverage. Thanks in part to her efforts, in 2016-17 there were **12,941** media mentions of SA in relation to U-M.

CSAS outreach to business is principally through our faculty in the professional schools, especially Business, Law, and Information. CSAS is a co-sponsor of the annual India Business Conference, for example, which seeks to enhance understanding of the Indian business environment. In the last three years, the conference has attracted **1,133** registered participants,

including members of local and regional industry. CSAS affiliated faculty also have active partnerships with businesses in South Asia (Table I-1), facilitated through programs such as the Business School's Executive MBA program in India or its MAPs program, in which faculty-led student teams provide business solutions to companies, NGOs, and government agencies (see Table H-5); or the Society of Women Engineers, which sends students to India each summer in collaboration with Walchandnagar Industries (see Table H-5).

CSAS faculty members are regularly available to business, media, and the general public when approached for consultation, advice, or commentary (Table I-1).

TABLE I-1: Faculty Outreach	
Business Outreach	Faculty Member
Bank of America; General Electric, Chrysler; Boeing; Intel; Dell; Johnson and Johnson; General Motors; Ford Motor Company; Voltas Ltd, India; Hallmark Entertainment; Hewlett Packard; Microsoft Corporation; JP Morgan; International Business Machines; Nokia; Tata, India; Bank of Finland; ITC Group International Business Division, India; Google; ICICI Bank, India	Ahuja; Anupindi; Batra; Jain; Khanna; Krishnan; Pal; Ramaswamy
Media Outreach (Select)	
American Banker; BBC News; Bloomberg News; Boston Review; Breitbart News; Business Insider; Business Standard; Business World; CBS; Chicago Public Media; Chicago Tribune; CNBC; CNN Money; Common Dreams; Computerworld; Countercurrents.org; Daily Mail; Daily News; Detroit Free Press; Dhaka Tribune; Doha News; Economic and Political Weekly; Economic Times; Esquire; Financial Mail; Financial Times; Firstpost; Forbes; Fortune; Harvard Business Review; The Hill; Hindustan Times; Institutional Investor; International Business Times; Jezebel; Khaleej Times; Legally India; Los Angeles Times; Marketplace; Mashable; Michigan Radio; Mint; MIT Technology Review; National Geographic; Nature; NBC; Nepali Times; New Delhi Television; News Medical; Newsweek; Nonprofit Quarterly; NPR; Outlook; PBS; Popular Science; Quartz; Reuters; Salon; Science Daily; Science X; Scroll.in; Slate; Smithsonian.com; South China Morning Post; Stanford Social Innovation Review; Star Tribune; Supreme Court of the United States Blog; Tehran Times; The Atlantic; The Chronicle of Higher Education; The Daily Beast; The Diplomat; The Economist; The Hindu; The Independent; The Intercept; The Kathmandu Post; The Nation; The New Republic; The New Yorker; The Sunday Guardian; The Telegraph; Washington Post; The Weekly Standard; The Wire; Time; U.S. News & World Report; USA Today; Voice of America; Vox; Wall Street Journal; WDET	Adhvaryu; Adriaens; Aga; Axinn; Ault; Banerjee; Barr; Brockbank; Cole; Chanchani; Ciorciari; Dhar; Faizullah; Fernandes; Garikipati; Glover; Gordon; Jain; Karnani; Khan; Khanna; Krishna; Krishnan; Lempert; Lopez; Mistry; Nriagu; Pal; Powers; Punathambekar; Ratner; Sinha; Thornton; Toyama; Trautmann; Wilson

J. FLAS Awardee Selection Procedures

(J-1) FLAS Process. CSAS has an awardee selection plan refined to best meet the objectives of the FLAS program and respond to the announced priorities. Table J-1 outlines how awards are advertised, how students apply, who selects the fellows, what criteria are used, and when each step will take place.

Table J-1: FLAS Information
Languages and Levels
Graduate FLAS: SA languages at 2nd year level and above, with priority to advanced level training. Undergraduate FLAS: SA languages at 2nd year level or above.
Marketing Efforts (September-February)
<ul style="list-style-type: none"> • Links on the following websites, linking to the Center's FLAS website: department & professional school admissions & fellowships pages; Rackham fellowships (graduate); LSA scholarships office, financial aid office, study abroad offices • 5-7 joint information sessions for all FLAS languages at UM; separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors • Direct targeted email messages to students identified by graduate/professional program, major/minor, previous language course enrollment • Social Media announcements coordinated by the International Institute and its constituent Centers • Joint information booths for all FLAS languages at relevant university-wide events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int'l Career Fair, Major/Minor Fair • Recruitment efforts with professional schools, esp. Business, Engineering, Law, Public Health & Public Policy • Work with language instructors to identify promising students and encourage them to apply
Student Application Process (Deadline: February 15)
<ul style="list-style-type: none"> • The application is made available via the II FLAS website, with detailed information on eligibility, requirements, application instructions & contact information for FLAS coordinator, who students can seek out for questions & clarifications • A link to this website is also provided on the CSAS home page • Prior to the application deadline, the FLAS Coordinator offers drop-in office hours (from January 2) for individual advising and questions • Prior to the application deadline, the II organizes two workshops designed to provide assistance in writing strong proposals • The application itself is online, linked from the II FLAS information page • Required materials: application form, statement of purpose, official transcripts of all postsecondary work, two academic letters of recommendation (submitted directly by faculty), language evaluation/recommendation (submitted directly by language instructor), FAFSA
Selection Committee
<ul style="list-style-type: none"> • The CSAS FLAS committee is constituted each year by the director, in consultation with the CSAS EC • The committee is constituted by two SA faculty in different disciplines and a language instructor

<ul style="list-style-type: none"> • Personnel on the committee change from year to year in order for a variety of disciplines and professional schools to participate in selection of FLAS awardees
Selection Committee Criteria for Selection
<ul style="list-style-type: none"> • The selection committee is each year given the specific criteria for selection. This allows the CSAS to make awards in correspondence to any announced priorities. The following are criteria used in the past. We will use these in addition to announced priorities: <ul style="list-style-type: none"> ◦ Academic excellence, based on quantitative & qualitative evidence, and professional promise ◦ Strength/feasibility/appropriateness of proposed plan for the award period ◦ Adequacy of language preparation for proposed plan ◦ Financial need, based on student's FAFSA expected family contribution (EFC) (see also box below) ◦ Equal access to students from under-represented socioeconomic backgrounds & disciplines ◦ Relevance of proposed language & SA studies in overall career goals ◦ Commitment to pursuing a career using proposed language and SA area studies knowledge in areas of need in government, education, business, and non-profit sectors ◦ Overall balance of languages, disciplines, & long-term career interests among selected fellows • Based on these criteria, each member of the committee ranks each applicant • All rankings are shared at a committee meeting, where applications are discussed <p>Based on discussion, the committee confirms a list of awardees and creates a ranked list of alternates</p>
Financial Need (Undergraduate and Graduate) (FLAS CPI)
<ul style="list-style-type: none"> • To assess financial need, student services analyzes FAFSAs and organizes applications by financial need category (high, medium, low, or no need); students who do not file FAFSA will be assigned to lowest need category • Cut-off for each category to be determined annually based in part on cost of attendance and the distribution of EFC in each pool; separate cut-offs for graduate & undergraduate pools • Priority given to applicants with higher need category when all other selection criteria are equal

Using the process above, the CSAS FLAS Committee receives applications for review on February 15 and completes its process by March 1. Awardees are given until April 15 to accept or decline, so that alternates can be informed of awards before the end of the U-M semester (end April). Because U-M policy does not allow tuition waivers or discounts, U-M has in the past supplemented academic year graduate FLAS awards with university funds for tuition and health insurance. For pre-candidate PhD students, this amounts to approximately \$33,000 per student. CSAS expects this practice to continue for awardees in Rackham graduate degree programs (all U-M PhD and most MA programs); FLAS coordinators will work with professional schools to determine tuition supplements on an individual basis. With this application, we are requesting FLAS awards for Bengali, Hindi, Punjabi, Tamil, and Urdu.

K. Competitive Preference Priorities

(K-1a/b) CSAS has fulfilled the NRC and FLAS Competitive Preference Priorities in a number of different ways. Below is a list of the ways we plan to meet the proposed priorities:

K-1: CSAS NRC and FLAS Priorities 2018-2022		
Competitive Preference Priorities	Initiatives	Section
NRC Competitive Preference Priority 1: Collaboration with Minority-Serving Institutions or Community Colleges	UM-University of Puerto Rico collaboration	A-1,2; I-2
	Midwest Institute for International/Intercultural Education (MIIE)	A-1; I-2
	Eastern Michigan University collaboration	A-1
	Academic Sharing Program	A-1
NRC Competitive Preference Priority 2: Collaborative Activities with Teacher Education Programs	World History and Literature Initiative (WHaLI)	A-1; I-1
	World Music Initiative	A-1; I-1
	UM-University of Puerto Rico collaboration	A-1,2; I-2
	Teacher Fellows Program	A-1
FLAS Competitive Preference Priority 1: FLAS Fellowships for Students who Demonstrate Financial Need	CSAS incorporates the use of financial need and EFC when awarding fellowships.	J-1
FLAS Competitive Preference Priority 2: Academic Year FLAS Fellowships Awarded in Less Commonly Taught Languages	100% of CSAS FLAS academic year fellowships will go toward the study of USED priority languages (i.e. Bengali, Hindi, Punjabi, Tamil, and Urdu).	C-7; G-1

Other Attachment File(s)

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**University of Michigan Center for South Asian Studies
NRC and FLAS Proposal**

TABLE OF CONTENTS

APPLICATION NARRATIVE

A. Program Planning and Budget.....	1
B. Quality of Staff Resources	9
C. Impact and Evaluation	13
D. Commitment to the Subject Area	21
E. Strength of Library	25
F. Quality of the Applicant's Non-Language Instructional Program.....	28
G. Quality of the Applicant's Language Instructional Program	32
H. Quality of Curriculum Design.....	36
I. Outreach Activities.....	43
J. FLAS Awardee Selection Procedures	48
K. Competitive Preference Priorities.....	50

APPENDICES

Appendix 1A: Curriculum Vitae for Faculty Affiliates.....	Appendix 1A-1
Appendix 1B: Curriculum Vitae for Staff Members	Appendix 1B-1
Appendix 2: Position Descriptions	Appendix 2-1
Appendix 3: Course List.....	Appendix 3-1
Appendix 4: Performance Measure Form.....	Appendix 4-1
Appendix 5: Letters of Support	Appendix 5-1

APPENDIX 2

POSITION DESCRIPTIONS

UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

TAMIL LANGUAGE INSTRUCTOR	APPENDIX 2-1
SOUTH ASIA PRO-SEMINAR INSTRUCTOR.....	APPENDIX 2-2
CSAS K-16 OUTREACH ASSISTANT	APPENDIX 2-3
UPR OUTREACH ASSISTANT	APPENDIX 2-4
CSAS STUDENT ASSISTANCE.....	APPENDIX 2-5

Position Description

Tamil Language Instructor

The University of Michigan invites applications for the position of Lecturer I in Tamil beginning September 1, 2018. Responsibilities include instruction at three assigned levels and active involvement in teamwork and program affairs. Appointment level will be 100%.

Required Qualifications

Applicants should have a Master's degree in a relevant field such as the following: language pedagogy (in Tamil language preferred), second language acquisition, or linguistics. Native or near-native proficiency in Tamil and English is required. Preference will be given to candidates who are familiar with contemporary second language teaching methodologies, instructional technologies, heritage/non-heritage teaching, and curriculum development and have typing skills in Tamil.

Desired Qualifications

At least one year of experience teaching Tamil at the college/university level.

You will be required to upload a letter of application, a statement of teaching philosophy, a current CV, and the names and email addresses for three people who have agreed to provide letters of recommendation. You will also have the option to submit self-developed teaching materials, evidence of teaching excellence, and to provide a link to a teaching demonstration video. Inquiries should be directed to Dr. Syed Ali (ekhteyar@umich.edu).

The University of Michigan is an Equal Opportunity/Affirmative Action employer. Terms and conditions for this position are subject to the provisions of a Collective Bargaining Agreement between the University of Michigan and the Lecturers' Employee Organization (LEO). Wage negotiations between U-M and LEO are currently underway; for budgeting purposes we are using an expected starting salary of \$45,000/yr.



Position Description
Lecturer I: South Asian Studies

The Center for South Asian Studies at the University of Michigan invites applications for a one-semester Lecturer I position to teach a 3-credit course starting September 1, 2018. Responsibilities include: planning and teaching SAS 501, an undergraduate-graduate crossover level interdisciplinary introduction to the study of South Asia including geographic, ecological, social, political, cultural and language issues. Appointment level will be 16.66%.

Required Qualifications

Masters degree with a focus on South Asia in a relevant field such as history, anthropology, literature, or political science. Teaching experience at the college/university level is preferred. Preference will be given to candidates who are familiar with current social, political, and cultural issues in South Asia and are able to advise graduate students.

Desired Qualifications

Ph.D. with a focus on South Asia in a relevant field such as history, anthropology, literature, or political science and teaching experience at the college/university level.

The University of Michigan is an Equal Opportunity/Affirmative Action employer. Terms and conditions for this position are subject to the provisions of a Collective Bargaining Agreement between the University of Michigan and the Lecturers' Employee Organization. Wage negotiations between U-M and LEO are currently underway; for budgeting purposes we are using \$8,000 as the expected compensation.



CSAS K-16 Outreach Assistant

The Outreach Assistant at the Center for South Asian Studies (CSAS) at the University of Michigan assists outreach programs for K-16 initiatives aimed at K-12 and community college educators. CSAS is dedicated to providing outreach to educators at the local, regional, and national levels.

The CSAS K-16 Outreach Assistant provides oversight of:

1. **Teacher Fellows Program:** CSAS is developing a new K-12 Teacher Fellowship Program to sponsor one teacher per academic year to develop SA curriculum modules for K-12 classrooms, which will be shared publicly on our website and through platforms such as the Michigan Council for the Social Studies (MCSS) and the National Council for the Social Studies (NCSS). This fellowship is designed in response to teachers expressing a need for curriculum on topics such as caste in India and the status of religious minorities in India and Pakistan.
2. **Collaborations with Other Institutions:** Two events (lectures and/or film screenings) will be organized other campuses each year to increase exposure of SA. Lead marketing efforts, with a focus on pre-service teachers.
3. **Academic Sharing Program:** This program allows faculty members from other institutions to create South Asia curriculum utilizing the U-M library and mentoring from U-M faculty.
4. **Increasing K-16 audiences at CSAS events:** Increase attendance of K-16 educators at the CSAS Lecture Series, Film Series, and Annual Conferences on South Asia.
5. **Logistical Aspects of SA presents for K-16 focused workshops and conferences:** Identify presenters and coordinate logistics for U-M faculty and advanced graduate students to participate in workshops and conferences focused on curriculum development for K-16 educators.
6. **Facilitate and Collaborate to create K-16 curriculum and resources:** Assist curriculum development.

Required Education, Skills, and Experience

- Bachelor's degree required, with preferred background in education
- Experience working on marketing campaigns
- Experience working with websites and social media
- Strong communication and public speaking skills
- Demonstrated ability to work as a strong team member

Full/Part Time: Part-time

Salary: \$42,000 - \$44,000

PLEASE NOTE: This position is 50% (20 hrs per week). The salary range is \$42,000 - \$44,000 full-time rate, with a compensation range of \$21,000 - \$22,000.



UPR Outreach Assistant

The UPR Outreach Assistant will work closely with the five National Resource Centers (NRCs) at the University of Michigan to plan and manage logistical needs related to the annual University of Michigan (U-M)-University of Puerto Rico (UPR) Symposium.

Roles and responsibilities

- Assist the U-M NRCs with the UM-UPR Symposium planning process
- Develop and maintain partnerships with the Center for Education Design, Evaluation, and Research (CEDER), and the University of Puerto Rico (UPR)
- Manage logistics associated with planning the annual UM-UPR Symposium
- Manage and coordinate domestic travel for symposium participants and all Puerto Rico travel logistics (requires travel)
- Maintain the UM-UPR website of bilingual instructional materials
- Translate educator toolkits from English to Spanish

Required skills and competencies

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in global education at the K-12 level
- Demonstrated interest in outreach endeavors
- Detail-oriented
- Experience in administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively within an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite
- Fluency in English and Spanish

Full/Part Time

This is a full-time position, with .5 FTE dedicated to the UM-UPR collaboration; the remaining .5 FTE will be the Latin American and Caribbean Studies Outreach Coordinator.

Salary: Full time salary will be \$35,000 - \$45,000



CSAS Student Employee

The Center for South Asian Studies (CSAS) at the University of Michigan invites undergraduate and graduate student applications for an office assistant.

Responsibilities include

- Maintaining files and records
- Coordinating Center mailings
- Setting up and taking down for CSAS events
- Assist in coordinating travel logistics for CSAS guests
- Assist with weekly event announcement e-newsletter
- Other duties as assigned

Educational value of this job

- Gain working experience with academic administration
- Gain knowledge and experience with South Asia topics

Required Qualifications

- Ability and willingness to collaborate with others, and to work and solve problems independently
- Clear and considerate written and verbal communication skills
- Excellent organization skills and ability to multitask
- Excellent attention to detail

Desired Qualifications

- Coursework or knowledge of South Asia

Salary

\$12/hour for Undergraduate students and \$18/hour for graduate students.

APPENDIX 1A
CURRICULUM VITAE:
CENTER FOR SOUTH ASIAN STUDIES AFFILIATED FACULTY

TABLE OF CONTENTS
AFFILIATED FACULTY BY DEPARTMENT

CENTER FOR SOUTH ASIAN STUDIES

Farina Mir, Director of Center for South Asian Studies	1A-8
--	------

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

AFROAMERICAN AND AFRICAN STUDIES

Aliyah Khan, Assistant Professor	1A-31
--	-------

AMERICAN CULTURE

Manan Desai, Assistant Professor	1A-19
--	-------

ANTHROPOLOGY

Jatin Dua, Assistant Professor	1A-21
Thomas E. Fricke, Professor	1A-22
Matthew Hull, Associate Professor	1A-28
Michael Lempert, Associate Professor	1A-35
Carla Sinopoli, Professor and Director of Museum Studies Program	1A-50
Thomas Trautmann, Professor Emeritus	1A-52

ASIAN LANGUAGES and CULTURES

Syed Ekhteyar Ali, Lecturer IV	1A-11
Madhav M. Deshpande, Professor Emeritus	1A-20
Pinderjeet K. Gill, Lecturer II	1A-24
Faijul Hoque, Lecturer I	1A-28
Donald S. Lopez, Chair	1A-36
Arvind-Pal Mandair, Associate Professor	1A-37
Christi A. Merrill, Associate Professor	1A-39
Erick White, Assistant Professor	1A-55

COMMUNICATION STUDIES

Aswin Punathambekar, Associate Professor	1A-46
--	-------

COMPARATIVE LITERATURE

Daniel Herwitz, Professor and Director of Graduate Studies	1A-27
Christi A. Merrill, Associate Professor	1A-39

ECONOMICS

Thomas Weisskopf, Professor Emeritus	1A-54
--	-------

ENGLISH

Gaurav Desai, Professor and Associate Chair	1A-19
Madhumita Lahiri, Assistant Professor	1A-34
Supriya Nair, Professor	1A-42

EARTH AND ENVIRONMENTAL SCIENCES

Jeffrey Wilson, Associate Professor	1A-55
Dimitrios Zekkos, Associate Professor	1A-56

HISTORY

Juan R. I. Cole, Richard P. Mitchell Collegiate Professor of History	1A-18
William Glover, Associate Professor	1A-25
Farina Mir, Associate Professor	1A-8
Douglas Northrop, Professor	1A-43
Mrinalini Sinha, Alice Freeman Palmer Professor of History	1A-49
Thomas Trautmann, Professor Emeritus	1A-52

HELEN ZELL WRITERS' PROGRAM

Tarfia Faizullah, Delbanco Visiting Professor of Creative Writing	1A-21
---	-------

HISTORY OF ART

Nachiket Chanchani, Associate Professor	1A-17
Daniel Herwitz, Professor and Director of Graduate Studies	1A-27

LINGUISTICS

Savithry Namboodiripad, Postdoctoral Fellow and Assistant Professor (starting 2019)	1A-42
---	-------

NEAR EASTERN STUDIES

Behrad Aghaei, Lecturer II	1A-10
Douglas Northrop, Professor	1A-43

POLITICAL SCIENCE

Leela Fernandes, Glenda Dickerson Collegiate Professor of Women's Studies	1A-22
Pauline Jones, Professor	1A-30
Brian Min, Associate Professor and Director of Undergraduate Studies	1A-40

PSYCHOLOGY

Ram Mahalingam, Professor	1A-37
---------------------------------	-------

RESIDENTIAL COLLEGE

Jane Lynch, Lecturer I	1A-36
Susan Walton, Lecturer IV	1A-54

SOCIOLOGY

William Axinn, Professor and Director, Program in Society, Population, and the Environment	1A-13
Arland Thornton, Professor	1A-51

WOMEN'S STUDIES

Debotri Dhar, Lecturer I	1A-20
Leela Fernandes, Glenda Dickerson Collegiate Professor of Women's Studies	1A-22

PROFESSIONAL SCHOOLS AND COLLEGES**PENNY W. STAMPS SCHOOL OF ART AND DESIGN**

Irina Aristarkhova, Associate Professor	1A-12
Larry M. Gant, Professor	1A-23
Osman Khan, Associate Professor	1A-32
Srimoyee Mitra, Stamps Gallery Director	1A-41

STEPHEN M. ROSS SCHOOL OF BUSINESS

Achyuta Adhvaryu, Assistant Professor	1A-9
Peter Adriaens, Professor	1A-9
Ravi Anupindi, Colonel William G. and Ann C. Svetlich Professor	1A-12
Rajeev Batra, S.S. Kresge Professor of Marketing	1A-15
Wayne Brockbank, Clinical Professor of Business	1A-17
Michael D. Gordon, Arthur F. Thurnau Professor of Business Information	1A-26
Aneel Karnani, Professor	1A-31
Aradhna Krishna, Dwight F. Benton Professor of Marketing	1A-33
M.S. Krishnan, Accenture Professor of Computer Information Systems and Associate Dean	1A-34
Andrew F. Lawlor, Lecturer IV and Director of Global MBA Projects	1A-35
M.P. Narayanan, Robert Morrison Hoffer Professor of Business Administration	1A-43
Venkatram Ramaswamy, Professor	1A-47
Jagadeesh Sivadasan, Associate Professor	1A-50
James P. Walsh, Arthur F. Thurnau Professor	1A-53

SCHOOL FOR ENVIRONMENT AND SUSTAINABILITY

Aniket Aga, Postdoctoral Fellow and Assistant Professor	1A-10
Arun Agrawal, Samuel Trask Dana Professor	1A-11
Meha Jain, Assistant Professor	1A-29
Shelie Miller, Jonathan W. Bulkley Collegiate Professor in Sustainable Systems and Director of Program in the Environment	1A-39

COLLEGE OF ENGINEERING

Peter Adriaens, Professor	1A-9
Krishna Garikipati, Professor	1A-23
Kim Hayes, Arthur J. Decker Collegiate Professor	1A-26
James Holloway, Arthur F. Thurnau Professor and Vice Provost for Global Engagement and Interdisciplinary Affairs	1A-27
Lutgarde Raskin, Altarum/ERIM Russell O'Neal Professor of Engineering	1A-47
Dimitrios Zekkos, Associate Professor	1A-56

SCHOOL OF INFORMATION

Joyojeet Pal, Associate Professor	1A-44
Kentaro Toyama, W.K. Kellogg Associate Professor of Community	1A-52

Vinod Vydiswaran, Assistant Professor	1A-53
---	-------

LIBRARY

Jeffrey Martin, Librarian	1A-38
---------------------------------	-------

INSTITUTE FOR SOCIAL RESEARCH

William Axinn, Professor and Director, Program in Society, Population, and the Environment	1A-13
Thomas E. Fricke, Professor	1A-22
Dirgha J. Ghimire, Research Associate Professor	1A-24
Brian Min, Associate Professor and Director of Undergraduate Studies	1A-40
Narayan Sastry, Research Professor	1A-49
Arland Thornton, Professor	1A-51

LAW SCHOOL

Michael Barr, Roy F. and Jean Humphrey Proffitt Professor of Law and Joan and Sanford Weill Dean of Public Policy	1A-15
Vikramaditya Khanna, William W. Cook Professor of Law	1A-32
Steven Ratner, Bruno Simma Collegiate Professor of Law	1A-48

SCHOOL OF MEDICINE

Ruma Banerjee, Vincent Massey Collegiate Professor of Biological Chemistry and Associate Chair of Biological Chemistry	1A-14
Joseph C. Kolars, Josiah Macy, Jr., Professor of Health Professions Education Senior Associate Dean for Education and Global Initiatives	1A-33
Krishnan Raghavendran, Professor and Director of Center for Global Surgery	1A-46
Vinod Vydiswaran, Assistant Professor	1A-53

SCHOOL OF MUSIC, THEATRE & DANCE

Judith O. Becker, Professor Emeritus	1A-16
Stephen Rush, Professor	1A-48

SCHOOL OF PUBLIC HEALTH

Andrew P. Ault, Assistant Professor	1A-13
Mousumi Banerjee, Research Professor	1A-14
Matthew L. Boulton, Professor and Senior Associate Dean for Global Global Health	1A-16
Brenda Gillespie, Associate Research Professor	1A-25
David Hutton, Associate Professor	1A-29
Andrew Jones, John G. Searle Assistant Professor of Nutritional Sciences	1A-30
Zoe McLaren, Assistant Professor	1A-38
Ritesh Mistry, Assistant Professor	1A-40
Bhramar Mukherjee, Professor and Associate Chair of Biostatistics	1A-41
Jerome Nriagu, Professor Emeritus	1A-43
Laura Powers, Research/Clinical Assistant Professor	1A-45
Cathie Spino, Research Professor	1A-51

GERALD R. FORD SCHOOL OF PUBLIC POLICY

William Axinn, Professor and Director, Program in Society, Population, and the Environment	1A-13
--	-------

Michael Barr, Roy F. and Jean Humphrey Proffitt Professor of Law and Joan and Sanford Weill Dean of Public Policy	1A-15
John Ciorciari, Associate Professor	1A-18
Shobita Parthasarathy, Associate Professor, and Director, Science, Technology, and Public Policy Program	1A-45

SCHOOL OF SOCIAL WORK

Larry M. Gant, Professor	1A-23
--------------------------------	-------

CENTER FOR SOUTH ASIAN STUDIES AFFILIATED FACULTY BY NAME

Adhvaryu, Achyuta.....	1A-9
Adriaens, Peter.....	1A-9
Aga, Aniket.....	1A-10
Aghaei, Behrad.....	1A-10
Agrawal, Arun.....	1A-11
Ali, Syed Ekhteyar.....	1A-11
Anupindi, Ravi.....	1A-12
Aristarkhova, Irina.....	1A-12
Ault, Andrew P.....	1A-13
Axinn, William.....	1A-13
Banerjee, Mousumi.....	1A-14
Banerjee, Ruma.....	1A-14
Barr, Michael.....	1A-15
Batra, Rajeev.....	1A-15
Becker, Judith O.....	1A-16
Boulton, Matthew L.....	1A-16
Brockbank, Wayne.....	1A-17
Chanchani, Nachiket.....	1A-17
Ciorciari, John.....	1A-18
Cole, Juan R.I.....	1A-18
Desai, Guarav.....	1A-19
Desai, Manan.....	1A-19
Deshpande, Madhav M.....	1A-20
Dhar, Debotri.....	1A-20
Dua, Jatin.....	1A-21
Faizullah, Tarfia.....	1A-21
Fernandes, Leela.....	1A-22
Fricke, Thomas E.....	1A-22
Gant, Larry M.....	1A-23
Garikipati, Kirshna.....	1A-23
Ghimire, Dirgha J.....	1A-24
Gill, Pinderjeet K.....	1A-24
Gillespie, Brenda.....	1A-25
Glover, William.....	1A-25
Gordon, Michael D.....	1A-26

Hayes, Kim.....	1A-26
Herwitz, Daniel.....	1A-27
Holloway, James.....	1A-27
Hoque, Faijul.....	1A-28
Hull, Matthew.....	1A-28
Hutton, David.....	1A-29
Jain, Meha.....	1A-29
Jones, Andrew.....	1A-30
Jones, Pauline.....	1A-30
Karnani, Aneel.....	1A-31
Khan, Aliyah.....	1A-31
Khan, Osman.....	1A-32
Khanna, Vikramaditya.....	1A-32
Kolars, Joseph C.....	1A-33
Krishna, Aradhna.....	1A-33
Krishnan, M.S.....	1A-34
Lahiri, Madhumita.....	1A-34
Lawlor, Andrew F.....	1A-35
Lempert, Michael.....	1A-35
Lopez, Donald S.....	1A-36
Lynch, Jane.....	1A-36
Mahalingam, Ram.....	1A-37
Mandair, Arvind-Pal.....	1A-37
Martin, Jeffrey.....	1A-38
McLaren, Zoe.....	1A-38
Merrill, Christi A.....	1A-39
Miller, Shelie.....	1A-39
Min, Brian.....	1A-40
Mir, Farina.....	1A-8
Mistry, Ritesh.....	1A-40
Mitra, Srimoyee.....	1A-41
Mukherjee, Bhramar.....	1A-41
Nair, Supriya.....	1A-42
Namboodiripad, Savithry.....	1A-42
Narayanan, M.P.....	1A-43
Northrop, Douglas.....	1A-43
Nriagu, Jerome.....	1A-44
Pal, Joyojeet.....	1A-44
Parthasarathy, Shobita.....	1A-45
Powers, Laura.....	1A-45
Punathambekar, Aswin.....	1A-46
Raghavendran, Krishnan.....	1A-46
Ramaswamy, Venkatram.....	1A-47
Raskin, Lutgarde.....	1A-47
Ratner, Steven.....	1A-48
Rush, Stephen.....	1A-48
Sastry, Narayan.....	1A-49
Sinha, Mrinalini.....	1A-49

Sinopoli, Carla	1A-50
Sivadasan, Jagadeesh.....	1A-50
Spino, Cathie.....	1A-51
Thornton, Arland.....	1A-51
Toyama, Kentary.....	1A-52
Trautmann, Thomas.....	1A-52
Vydiswaran, Vinod.....	1A-53
Walsh, James P.	1A-53
Walton, Susan.....	1A-54
Weisskopf, Thomas.....	1A-54
White, Erick.....	1A-55
Wilson, Jeffrey.....	1A-55
Zekkos, Dimitrios.....	1A-56

Farina Mir Director, Center for South Asian Studies Associate Professor, Tenured, History College of Literature, Science, and the Arts	Ph.D., Columbia University, 2002 M.A., Columbia University, 1995 B.A., Barnard College, 1993
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India, Pakistan, United Kingdom Professional Experience: Director, Center for South Asian Studies (U-M), 2012-15 and 2016-2018; Assistant Professor, Department of History (U-M), 2003-2010; Assistant Professor, Department of History, University of Virginia, 2002-2003; Mellon Postdoctoral Fellow, Department of Asian Studies and Society for the Humanities, Cornell University, 2001-2002.	
Research/Teaching Specializations: Colonial and postcolonial India; Islam in South Asia; Pakistan; Early modern South Asia	Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Punjabi = 5; Urdu = 5; Hindi = 4; Persian = 3
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: The History of Modern India and South Asia; Islam in Motion: Histories of Islam in the Indian Subcontinent; Islam in South Asia; Gandhi's India; Mughal India; The Partition of British India: History, Literature, and Film; Publics in Colonial and Postcolonial India; Language and Nationalisms in Modern South Asia; Religion in South Asia; What is History?; Introduction to the Comparative Study of History	
Number of Publications 2013-Present: 4 Recent Publications: Farina Mir and Paulina Alberto, "History 101? What it is and Why We Need It Now," <i>Perspectives on History</i> (April, 2018). "Introduction: AHR Forum on 'The Archives of Decolonization'," <i>American Historical Review</i> , 2015. "Muslim Religious Reform Movements," <i>Keywords in Modern Indian Studies</i> , Oxford University Press, 2015. "Creating New Communities: Introduction," <i>Muslim Voices: Community and Self in South Asia</i> , Yoda Press, 2013. <i>Punjab Reconsidered: History, Culture and Practice</i> , Oxford University Press, 2012. "Punjab in History and Historiography: An Introduction," <i>Punjab Reconsidered: History, Culture and Practice</i> , Oxford University Press, 2012. <i>The Social Space of Language: Vernacular Culture in British Colonial Punjab</i> , University of California Press, 2010.	
Distinctions: Michigan Humanities Award, U-M, 2018; Matthews Undergraduate Teaching Award, College of Literature, Science, and the Arts, U-M, 2017; Councilor, Research, American Historical Association (elected), 2014-2017; Vice-President, American Institute of Pakistan Studies (elected), 2013-2016; Norman and Jane Katz Fellow, Institute for the Humanities, U-M, 2015-2016; Member, South Asia Council, Association for Asian Studies (elected), 2012-2014; Bernard S. Cohn Book Prize, Association for Asian Studies, 2012; John F. Richards Prize in South Asian History, American Historical Association, 2011; Fulbright-Nehru Senior Research Fellowship, India, 2010-2011; Excellence In Education Award, College of Literature, Science, and the Arts, U-M, 2013; Class of 1923 Memorial Teaching Award, College of Literature, Science and the Arts, U-M, 2010; American Institute of Pakistan Studies Postdoctoral Fellowship, 2009; Eisenberg Institute for Historical Studies Faculty Fellowship, U-M, 2008-2009; Rackham Faculty Research Grant, U-M, 2008; Bernadotte Schmitt Research Grant, American Historical Association, 2004; Sardar Patel Dissertation Award, University of California at Los Angeles, 2002.	

Achyuta Adhvaryu Assistant Professor, Tenure-track, Ross School of Business		Ph.D., Yale University, 2009 M.Phil., Yale University, 2007 M.A., Yale University, 2006 B.A., University of Pennsylvania, 2004
Percentage of Instructional Content Area Expertise: 85% Overseas Research Experience: India, Bangladesh, United Kingdom, Sweden Professional Experience: Arnold M. & Linda T. Jacob Faculty Fellow, University of Michigan, 2017-2018; Assistant Professor of Health Policy and Management, School of Public Health, Yale University, 2009-2013		
Research/Teaching Specializations: Development economics		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Gujarati = 5; Hindi = 4
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Doing Business in India		
Number of Publications 2013-Present: 6 Recent Publications: “Early Life Circumstance and Adult Mental Health,” <i>Journal of Political Economy</i> , forthcoming. “Health, Enterprise, and Labor Complementarity in the Household,” <i>Journal of Development Economics</i> , 2017. “Endowments at Birth and Parents’ Investments in Children,” <i>Economic Journal</i> , 2016. “Returns to Treatment in the Formal Health Care Sector: Evidence from Tanzania,” <i>American Economic Journal: Economic Policy</i> , 2015.		
Distinctions: Yale Macmillan Center Director’s Award, 2012; Leitner Fellowship Award, 2009; Thomas B. Enders Endowed Fellowship, 2009-2009		

Peter Adriaens Professor, Tenured, College of Engineering Professor, Ross School of Business		Ph.D., University of California, Riverside, 1989 M.S., University of Gent, 1986 B.S., University of Gent, 1984
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: China, Finland, Belgium Professional Experience: Postdoctoral Scholar, Stanford University, 1990-1992		
Research/Teaching Specializations: Entrepreneurship; Environmental finance		Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Dutch = 5; French = 4; German = 4
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 9 Recent Publications: “Smart Beta for Water Risk-Corrected Stock Allocation Indices,” <i>MIT Sloan Management Review</i> , 2016. “Regional and Industry Sector Impacts of Water Risk: A Market Signaling Perspective,” <i>Journal of Applied Corporate Finance</i> , 2016. “Travel Patterns as Leading Indicators for Decarbonization of Transportation in a Shared Economy,” <i>Environmental Science and Technology</i> , 2016. “Bridging Physical and Financial Business Water Risk: WaterVar and Waterbeta Metrics for Equity and Portfolio Risk Assessment,” <i>Journal of Business Economics</i> , 2015. “Field Structuration Around New Issues: Clean Energy Entrepreneurialism in Emerging Economies,” <i>Journal of Business Ethics</i> , 2014. “Balancing Exploration and Exploitation in Small World Clean-Tech Clusters,” <i>Strategic Management Journal</i> , 2014.		
Distinctions: Finnish Distinguished Professor, Research Institute for the Finnish Economy, 2013-2016; Member, Belgian Royal Academy of Applied Sciences, 2012; Member-by-Eminence, American Academy of Environmental Engineers, 2009; Distinguished Professor of Entrepreneurship, 2007-2012; George J. Huebner Research Excellence Award, U-M, 2007; Outstanding Research Award, Civil and Environmental Engineering, 1997		

Aniket Aga Postdoctoral Fellow and Assistant Professor, Not-tenure-track, School for Environment and Sustainability	Ph.D., Yale University, 2016 M.Phil., Yale University, 2013 M.S., University of Southern California, 2010 B. Tech., Indian Institute of Technology, 2005
Percentage of Instructional Content Area Expertise: 85% Overseas Research Experience: India Professional Experience: Postdoctoral Fellow and Assistant Professor, University of Michigan, 2016-present	
Research/Teaching Specializations: Development; Agrarian studies; Political anthropology	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Marathi = 4
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 12 Recent Publications: “The Ethical Publicity of Agri-Chemicals in Western India: Theorizing Graded Informality,” <i>The Journal of Peasant Studies</i> , in progress. “Manufacturing Consent: Mining, Bureaucratic Sabotage, and the Forest Rights Act in India,” <i>Capitalism Nature Socialism</i> , in progress. “Genetically Modified Democracy: The Science and Politics of Transgenic Crops in Contemporary India,” in progress. “A Dappled Sun: Bureaucratic Encounters in the Working of the Right to Information Act in India’s Federal Government,” <i>Comparative Studies of South Asia, Africa, and the Middle East</i> , forthcoming. “Merchants of Knowledge: Petty Retail and Farmer-Differentiation without Consolidation in Maharashtra, India,” <i>Journal of Agrarian Change</i> , 2018. “Demonetization and the Normalization of Agrarian Distress in India,” <i>Cultural Anthropology</i> , 2017.	
Distinctions: Sardar Patel Best Dissertation Prize, University of California, Los Angeles, 2016; National Science Foundation Doctoral Dissertation Research Improvement Award, 2013-2015; Wenner-Gren Foundation Dissertation Research Grant, 2013-2014; Alice S. Bloomfield Scholarship Award, Yale University, 2011-2012	

Behrad Aghaei Lecturer II of Persian, Not-tenure-track, Near Eastern Studies College of Literature, Science, and the Arts	Ph.D., University of Texas, Austin, 2005 M.A., Allame Tabatabaei University, 1993 B.A., Allame Tabatabaei University, 1989
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: Iran Professional Experience: Lecturer I-II, University of Michigan, 2005-present; Teaching Assistant, University of Texas, 2002-2005	
Research/Teaching Specializations: Syntax and morphology, Iranian linguistics	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Persian = 5; Arabic = 3; Turkish = 2; Dari = 4; Tajiki = 4; Kurdish = 3
Pedagogy Training: Training as teaching assistant for Mohammad Ghanoonparvar at the University of Texas, Austin (who developed ACTFL guidelines for Persian w/ M. Marashi, University of Utah, and G. Windfuhr, University of Michigan)	
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Elementary and Intermediate Persian; Modern Persian Fiction	
Number of Publications 2013-Present: 1 Recent Publications: <i>A Persian Mosaic, Essays on Persian Language, Literature, and Film in Honor of M.R. Ghanoonparvar</i> , Ibex Publishers, 2015.	
Distinctions: Instructional Support Services Faculty Project Grant, U-M, 2017-2018; Gilbert Whitaker Fund for the Improvement of Teaching, U-M, 2017	

Arun Agrawal Samuel Trask Dana Professor, Tenured, Professor, School for Environment and Sustainability	Ph.D., Duke University, 1992 M.A., Duke University, 1988 M.B.A., Indian Institute of Management B.A., Delhi University 1983
Percentage of Instructional Content Area Expertise: 20% Overseas Research Experience: India, Nepal, Canada Professional Experience: Associate Professor, McGill University, 2002-2003; Assistant/Associate Professor, Yale University, 1997-2000; Assistant Professor, University of Florida, 1993-1997	
Research/Teaching Specializations: International development; Environmental conservation; Indigenous knowledge population resources; South Asia	Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Hindi = 5
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Environment and Development: Dilemmas of Power and Place in a Global World	
Number of Publications 2013-Present: 13 Recent Publications: “Adaptive Development,” <i>Nature Climate Change</i> , 2015. “Governing Agriculture-Forest Landscapes for Climate Change Mitigation,” <i>Global Environmental Change</i> , 2014. “Studying the Commons, Governing Common-Pool Resource Outcomes,” <i>Environmental Science and Policy</i> , 2014.	
Distinctions: Elected to National Academy of Sciences, 2018; National Science Foundation Grant, 2007-2011; Ford Foundation Grant, 2007- 2009; Co-Chair, Social Science Research Council, 2008; Associate Editor, <i>Journal of Asian Studies</i> , 2006-2008	

Syed Ekhteyar Ali Director, South Asian Language Program Lecturer IV, Not-tenure-track, Asian Languages and Cultures College of Literature, Science, and the Arts	Ph.D., Aligarh Muslim University, 1999 M. Phil., Aligarh Muslim University, 1996 M.A., Aligarh Muslim University, 1992 B.A., Aligarh Muslim University, 1990
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India, Yemen Professional Experience: Lecturer I-IV, University of Michigan, 2007-present; Professor, University of Science and Technology, 2005-2007; Lecturer, Aligarh Muslim University, 2001-2005	
Research/Teaching Specializations: Linguistics; Urdu and Hindi language pedagogy	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Urdu = 5; Hindi = 5; Persian = 2; Arabic = 2; Bengali = 2; Bhojpuri = 2; Maithili = 2; Surjapuri = 3
Pedagogy Training: LCTL Workshop, Michigan State University, 2017; Shared Less Commonly Taught Languages Symposium, BTAA Conference, 2017; Developing Assessments for the Second Language Classroom, CARLA, 2017; Mellon Collaborative Partners ACTFL OPI Assessment Workshop, 2017; Gameful Pedagogy – Potential Tools to Support Gameful Learning, CRLT, U-M, 2016; Community Learning Series – Integrating Google Translate to Support Language Acquisition for All Second Language Learners, 2016; Midwest Association for Language Learning and Technology Conference, U-M, 2016; Content-Based Language Instruction and Curriculum Development, CARLA, 2014; Delivering Proficiency: Assessment and Second Language Instruction, U-M, 2012; Roundtable on Less Commonly Taught Languages, U-M, 2012	
Number of Area Studies, International Studies, and Language Courses Taught: 6 South Asia Courses Taught: Elementary, Intermediate, and Advanced Hindi and Urdu	
Number of Publications 2013-Present: N/A Recent Publications: N/A	
Distinctions: LCTL Partnership, Mellon Foundation Grant, 2017-present; Instructional Support Services Grant, U-M, 2017-present; Using Film to Teach Language and Culture Grant, CRLT Grant, U-M, 2011-2012	

Ravi Anupindi Colonel William G. and Ann C. Svetlich Professor, Tenured, Ross School of Business		Ph.D., Carnegie Mellon University, 1993 M.S., Carnegie Mellon University, 1989 M.E., Indian Institute of Science, 1984 B.S., Birla Institute of Technology and Science, 1982
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Ghana, South Africa Professional Experience: Associate Professor, New York University, 2000-2002; Assistant Professor, Northwestern University, 1993-2000		
Research/Teaching Specializations: Supply chain; Healthcare; Economic development		Dissertations/Theses Supervised in Past 5 Years: 4 Language Proficiency: Hindi = 5; Telugu = 4; Bengali = 2
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Innovations in Global Health Delivery		
Number of Publications 2013-Present: 5 Recent Publications: "Giving It Away to Increase Profits? Price Discrimination and the Effect of Free Goods," <i>Management Science</i> , 2017. "Risky Suppliers or Risky Supply Chains? An Empirical Analysis of Sub-Tier Supply Network Structure on Firm Performance in the High-Tech Sector," <i>Management Science</i> , 2017. "Dynamic Risk Management of Commodity Operations: Model and Analysis," <i>Journal of MSOM</i> , 2017. "Tuberculosis Control Needs a Complete and Patient-Centric Solution," <i>The Lancet</i> , 2014. "Using the Base-of-the-Pyramid Perspective to Catalyze Interdependence-Based Collaboration," <i>Proceedings of the National Academy of Sciences</i> , 2012.		
Distinctions: General Motors Company Research Collaboration, 2017; TB Modeling and Analysis Consortium Grant, National Science Foundation, 2014; MCube Grant, U-M, 2013; Tauber Institute of Global Operations, 2012; Erb Institute of Sustainable Enterprise, 2012; Bill and Melinda Gates Foundation, 2010		

Irina Aristarkhova Associate Professor, Tenured, Stamps School of Art and Design		Ph.D., Russian Academy of Sciences, 1999 M.A., University of Warwick, 1995 B.A., Moscow State University, 1992
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: Russia, United Kingdom, Singapore, Austria Professional Experience: Visiting Professor, Danube University, 2008-present; Assistant Professor, Pennsylvania State University, 2006-2012; Assistant Professor, National University of Singapore, 2001-2006; Senior Lecturer, Lasalle College of the Arts, 1999-2001		
Research/Teaching Specializations: Comparative feminist theory; Comparative aesthetics		Dissertations/Theses Supervised in Past 5 Years: 6 Language Proficiency: Russian = 5; French = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 7 Recent Publications: <i>The Art of Welcome: Hospitality in Contemporary Art</i> , in progress. "Radical Hospitality of Mithu Sen," <i>No Matter If It Takes Me a Lifetime</i> (forthcoming). "Virtual Difference in Online Communities," <i>Cultures of the Internet</i> , 2016. "The Journeys of the Matrix," <i>Project International</i> , 2015. "What Gentrification," <i>Infinite Mile: A Journal of Art and Culture(s) in Detroit</i> , 2015. "Hospitality," <i>Moscow Art Journal</i> , 2014.		
Distinctions: Visiting Professorship, Danube University, 2008; Sawyer International Visitor Fellowship, University of Chicago, 2000; European Union Research Fellowship, University of Warwick, 1995; The British Council Scholarship, University of Warwick, 1993		

Andrew P. Ault Assistant Professor, Tenure-track, School of Public Health	Ph.D., University of California, San Diego, 2010 B.A., Carleton College, 2005
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India, China, Korea Professional Experience: Postdoctoral Scholar, University of Iowa, 2011-2013; Postdoctoral Researcher, University of British Columbia, 2010-2011	
Research/Teaching Specializations: Environmental chemistry; Nanochemistry; Optics and imaging; Physical chemistry; Surface Chemistry; Mass spectrometry, microscopy, and microspectroscopy of atmospheric aerosols and engineered nanoparticles	Dissertations/Theses Supervised in Past 5 Years: 4 Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 7 Recent Publications: "Individual Particle Analysis of Lead-Rich Particulate Matter in New Delhi, India," <i>Environmental Science and Technology</i> , 2016. "Influence of Pepsin on AgNP Dissolution and Aggregation in an Artificial Stomach Model," <i>Environmental Science</i> , 2016.	
Distinctions: Sloan Research Fellow, 2018; Career Award, National Science Foundation, 2017; Contributions to International Education, U-M Council on Global Engagement, 2014; Atmospheric Chemistry Colloquium for Emerging Senior Scientists, ACCESS, 2013	

William Axinn Director, Program in Society, Population, and the Environment Director, Population and Ecology Research Laboratory-Nepal Professor, Tenured, Gerald R. Ford School of Public Policy Professor, Tenured, Sociology College of Literature, Science, and the Arts	Ph.D., University of Michigan, 1990 M.A., University of Michigan, 1988 B.A., Cornell University, 1986
Percentage of Instructional Content Area Expertise: 60% Overseas Research Experience: India, Nepal Professional Experience: Associate/Full Professor, Pennsylvania State University, 1994-1998; Assistant Professor, University of Chicago, 1990-1994	
Research/Teaching Specializations: Population studies; Survey research; Sociology; Public policy	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Nepali = 5; Hindi = 1
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Sociology of Human Fertility	
Number of Publications 2013-Present: 18 Recent Publications: "Associations between the Social Organization of Communities and Psychiatric Disorders in Rural Asia," <i>Social Psychiatry and Psychiatric Epidemiology</i> , 2015. "Demographic Change: The Case of Chitwan Valley in Nepal," <i>International Journal of Sociology</i> , 2015. "Gender, Traumatic Events, and Mental Health Disorders in a Rural Asian Setting," <i>Journal of Health and Social Behavior</i> , 2013.	
Distinctions: Outstanding Publication Award, American Sociological Association, 2008; Reuben Hill Award, National Council on Family Relations, 2002; Board of Directors, Population Association of America, 1998-2000; National Science Foundation Young Investigator Award, 1992; Horace H. Rackham Predoctoral Fellowship, U-M, 1989	

Mousumi Banerjee Research Professor, Tenured, School of Public Health	Ph.D., University of Wisconsin, Madison, 1994 M.Stat., Indian Statistical Institute, 1988 B. Stat., Indian Statistical Institute, 1986
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India, South Africa Professional Experience: Assistant Research Scientist/Professor, University of Michigan, 2003-2010; Assistant/Associate Professor, Wayne State University, 1995-2003; Assistant Professor, State University of New York, 1994-1995	
Research/Teaching Specializations: Statistical design and analysis; Population-based research; Prognostic modelling; Healthcare delivery and outcomes research; Cancer	Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Bengali = 5; Hindi = 3
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 34 Recent Publications: “Duration of Postoperative Mechanical Ventilation as a Quality Metric for Pediatric Cardiac Surgical Programs,” <i>Annals of Thoracic Surgery</i> , 2018. “Diabetes and Obesity are the Main Metabolic Drivers of Peripheral Neuropathy,” <i>Annals of Clinical and Transitional Neurology</i> , 2018. “Better Diagnostic Accuracy of Neuropathy in Obesity: A New Challenge for Neurologists,” <i>Clinical Neurophysiology</i> , 2018. “Skeletal Complications and Mortality in Thyroid Cancer: A Population-Based Study,” <i>Journal of Clinical Endocrinology and Metabolism</i> , 2017.	
Distinctions: McDevitt Excellence in Health Policy Research Award, Blue Cross Blue Shield Foundation, 2015; Fellow, American Statistical Association, 2012; McDevitt Excellence in Clinical Research Award, Blue Cross Blue Shield Foundation, 2005; Performance Recognition Award, Barbara Ann Karmanos Cancer Institute, 1997	

Ruma Banerjee Associate Chair, Biological Chemistry Vincent Massey Collegiate Professor of Biological Chemistry, Tenured, Medical School	Ph.D., Rensselaer Polytechnic Institute, 1987 M.S., Delhi University, 1982 B.S., Delhi University, 1980
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India Professional Experience: Assistant/Associate/Full Professor, University of Nebraska-Lincoln, 1991-2007; Lecturer, University of Michigan, 1989-1991; Postdoctoral Fellowship, University of Michigan, 1987-1988	
Research/Teaching Specializations: Biomedical research	Dissertations/Theses Supervised in Past 5 Years: 8 Language Proficiency: Hindi = 4; Bengali = 4
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 49 Recent Publications: “Chemical Biology of H ₂ S Signaling through Persulfidation,” <i>Chemistry Review</i> , 2017. “Structural Insights into Switch I-Dependent Allosteric Signaling in a G-Protein Chaperone- B ₂ Enzyme Complex,” <i>Journal of Biological Chemistry</i> , 2017. “Hydrogen Sulfide Modulates Eukaryotic Translation Initiation Factor 2 α Phosphorylation Status in the Integrated Stress Response Pathway,” <i>Journal of Biological Chemistry</i> , 2017. “Biosynthesis and Reactivity of Cysteine Persulfides in Signaling,” <i>Journal of the American Chemical Society</i> , 2016.	
Distinctions: Academic Council Member, Ashoka University, 2014-present; Endowment for Basic Sciences Recognition Award, U-M, 2015; Chair, NIH MFSA Study Section, 2013; Elected Fellow, American Association for the Advancement of Science, 2011; Pfizer Award, American Chemical Society, 2001	

Michael Barr Joan and Sanford Weill Dean of Public Policy Faculty Director, Center on Finance, Law & Policy Roy F. and Jean Humphrey Proffitt Professor of Law, Tenured, Michigan Law School Professor, Tenured, Gerald R. Ford School of Public Policy and Law School	J.D., Yale University, 1992 M.Phil., University of Oxford, 1989 B.A., Yale University, 1992
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India, China, Japan, Germany, United Kingdom, Czech Republic, Switzerland Professional Experience: Professor of Law, University of Michigan, 2006-2014 (on leave 2009-2010 to serve as Assistant Secretary of the Treasury); Assistant Professor of Law, University of Michigan, 2001-2006	
Research/Teaching Specializations: Banking and finance; Corporate law and practice; International and comparative law; Public law and regulatory policy	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: International Finance: Law & Policy; Transnational Law	
Number of Publications 2013-Present: 15 Recent Publications: “Financial Reform: Preventing the Next Crisis,” <i>The Russell Sage Foundation Journal of the Social Sciences</i> , 2017. <i>Financial Regulation: Law and Policy</i> , Foundation Press, 2016. “Who’s in Charge of Global Finance?” <i>Georgetown Journal of International Law</i> , 2014.	
Distinctions: Over \$1million in grants from the Ford, MacArthur, Casey, Fannie Mae, and Mott Foundations, the Community Foundation for Southeastern Michigan, National Poverty Center, Center on Local, State and Urban Policy, Office of Vice President for Research, Provost’s Office, and the Law School; Selected by U-M’s Institute for Social Research as Detroit Area Survey Faculty Investigator	

Rajeev Batra S.S. Kresge Professor of Marketing, Tenured, Ross School of Business	Ph.D., Stanford University, 1984 M.S., University of Illinois, 1980 B.A., Delhi University, 1975
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Canada, Romania, Italy, China, Turkey, Singapore Professional Experience: Area Chair, Marketing Department, University of Michigan, 2003-2007; Associate Professor, University of Michigan, 1989-1997	
Research/Teaching Specializations: Asian consumers; Strategy of brand-building; Global branding and advertising; Marketing issues in emerging markets; Emotional advertising; Consumers’ attitude toward brands and brand personality; Repetition effects; Advertising budgeting	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 3
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: International Marketing; Branding; Improving marketing; Communications Productivity	
Number of Publications 2013-Present: 14 Recent Publications: “Positioning Multi-Country Brands: The Impact of Variation in Cultural Values and Competitive Set,” 2017. “Regulatory Goals in a Globalized World,” <i>Journal of Consumer Psychology</i> , 2017. <i>The New Emerging Market Multinationals: Four Strategies for Disrupting Markets and Building Brands</i> , McGraw-Hill, 2012.	
Distinctions: Senior Faculty Research Award, Ross School of Business, U-M, 2018; CORE Senior Faculty Award, Ross School of Business, U-M.	

Judith O. Becker Professor Emeritus, School of Music, Theatre & Dance	Ph.D., University of Michigan, 1972 M.A., University of Michigan, 1968 B. Mus., University of Michigan, 1954
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: Burma, Indonesia, India, Sri Lanka Professional Experience: Glenn McGeoch Collegiate Professor of Musicology, U-M, 2000-2008; Senior Fellow, Michigan Society of Fellows, 1993-1997; Co-Founder, Center for World Performance Studies, U-M; Director, Center for Southeast Asian Studies, U-M; Director of Gamelan, University of Michigan, 1968-2002	
Research/Teaching Specializations: Southeast Asian and Asian music; Javanese Gamelan Ensemble	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Indonesian = 3; Javanese = 1
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Gamelan	
Number of Publications 2013-Present: 3 Recent Publications: <i>Gamelan Stories: Tantrism, Islam and Aesthetics in Central Java</i> , Arizona, 2004.	
Distinctions: Glenn McGeoch Collegiate Professorship of Music, U-M, 2000; John D'Arms Award, U-M; Charles Seeger Prize, Society of Ethnomusicology, 1967	

Matthew L. Boulton Senior Associate Dean for Global Public Health Director, Preventive Medicine Residency Professor, Tenured, School of Public Health Editor-in-Chief, American Journal of Preventive Medicine	M.P.H., University of Michigan, 1991 M.D., University of Nevada, 1987 B.S., University of Nevada, 1980
Percentage of Instructional Content Area Expertise: 45% Overseas Research Experience: India, Bangladesh, Afghanistan, Ethiopia, Kenya, Republic of Georgia, China Professional Experience: Associate/Full Professor, University of Michigan, 2004-present; Clinical Associate Professor, University of Michigan, 1998-2004; Adjunct Associate Professor, University of Michigan, 1995-1998; Adjunct Lecturer, University of Michigan, 1992-1995	
Research/Teaching Specializations: Childhood vaccination; Vaccine preventable diseases in South Asia; Infectious disease related to childhood mortality; Maternal child health; Use of female lay community workers to deliver health services	Dissertations/Theses Supervised in Past 5 Years: 5 Language Proficiency: Spanish = 3
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Global Public Health; Applied Epidemiology in Public Health Practice	
Number of Publications 2013-Present: 59 Recent Publications: "Socioeconomic Factors Associated with Full Childhood Vaccination in Bangladesh," <i>International Journal of Infectious Diseases</i> , 2018. "An Evaluation of Immunization Services, Using the Reaching Every District Criteria, in Two Districts of Gujarat, India," <i>BMC Global Health and Research Policy</i> , 2018. "Predictors of Vaccination in India for Children Aged 12-36 months," <i>Vaccine</i> , 2015	
Distinctions: Award for Excellence in Partnership Between the Tianjin Center for Disease Control & Prevention and UMSPH, Chinese Government, 2017; Special Recognition Award, Association for Prevention Teaching and Research, 2017; Ronald Davis Special Recognition Award, American College of Preventative Medicine, 2016; Pfizer Award for Excellence in Academic Public Health Practice, 2012; Distinguished Partner of the Year Award, Council of State and Territorial Epidemiologists, 2012; Duncan Clark Award, Association for Prevention Teaching and Research, 2012; John H. Romani Award, U-M, 2011; F. Marian Bishop Outstanding Educator of the Year Award, Association of Teachers of Preventative Medicine, 2005	

Wayne Brockbank Clinical Professor of Business, Not-tenure-track, Ross School of Business	Ph.D., University of California, Los Angeles, 1983 M.A., Brigham Young University, 1974 B.A., Brigham Young University
Percentage of Instructional Content Area Expertise: 60% Overseas Research Experience: India, China, Argentina Professional Experience: Assistant Professor, Indiana University, 1984-1985; Assistant Professor, Loyola-Marymount University, 1979-1983	
Research/Teaching Specializations: Strategic human resource management	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Global Program in Management Development	
Number of Publications 2013-Present: 24 Recent Publications: “Competing Expectations: A Blessing and Curse,” <i>Inside HR</i> , 2018. <i>Victory through Organization: Why the War for Talent is Failing Your Company and What You Can Do about It</i> , McGraw-Hill, 2017. “The Future of HR and Information Capability,” <i>Strategic HR Review</i> , 2017	
Distinctions: 20 Most Influential International Thinkers, HR’s Most Influential, 2013; William G. Gyer Award for Alumni of the Year, Brigham Young University, 2011; Best Paper of the Year, Human Resource Management Journal, 2000; Distinguished Visiting Professor of Business Administration, Universidad Austral, 2000	

Nachiket Chanchani Associate Professor, Tenured, History of Art College of Literature, Science, and the Arts	Ph.D., University of Pennsylvania, 2012 M.A., University of Minnesota, 2007 B.A., Muskingum College, 2004
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India Professional Experience: Assistant Professor, University of Michigan, 2012-2018	
Research/Teaching Specializations: South Asian art; Architecture; Visual culture	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Gujarati = 5; Hindi = 4; Sanskrit = 3
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Home and the World: Introduction to South Asian Art; Art of Yoga; Himalayas: An Aesthetic Exploration; Ocean of Stories: Telling Tales in India; Bodies and Buildings: Temple Architecture of India	
Number of Publications 2013-Present: 8 Recent Publications: <i>Text and Textiles in Western India</i> , in progress. <i>Looking Askance at Himalayan Art</i> , in progress. <i>Moving Mountains: The Construction of Sacrality in the Central Himalayas</i> , University of Washington Press, 2018. “Love and Longing in a Mewari Painting,” <i>Aziatische Kunst: Mededelingenblad van de Vereniging van Vrienden der Aziatische Kunst</i> , 2017. “Pandukeshwar, Architectural Transmission, and an Idea of India,” <i>Ars Orientalis</i> , 2015. “From Asoda to Almora, The Roads Less Taken: Maru-Gurjara Architecture in the Central Himalayas,” <i>Art Asiatiques</i> , 2014. “The Jageshwar Valley: Where Death is Conquered,” <i>Archives of Asian Art</i> , 2013.	
Distinctions: Faculty Grant, Center for Southeast Asian Studies, U-M, 2017; Monograph Subvention, U-M, 2017; Jan Gonda Fellowship, Royal Netherlands Academy of Arts and Sciences, 2016; Research Fellowship, U-M, 2015; Smithsonian Institution Postdoctoral Fellowship, Freer/Sackler, 2012-2013; Visiting UK Fellowship, Jawaharlal Nehru Trust for the Indian Collections in the Victoria & Albert Museum, 2012	

John Ciorciari Associate Professor, Tenured, Gerald R. Ford School of Public Policy	D.Phil., University of Oxford, 2007 M.Phil., University of Oxford, 2002 J.D., Harvard Law School, 1998 B.A., Harvard College, 1995
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Nepal, Singapore, Indonesia, Timor-Leste, Malaysia, Thailand, Cambodia, Vietnam, Lebanon, Liberia, Sierra Leone, Netherlands, France Professional Experience: Assistant/Associate Professor, University of Michigan, 2009-present	
Research/Teaching Specializations: International relations in Asia and the Pacific; Human rights; Transitional justice; U.S. foreign policy	Dissertations/Theses Supervised in Past 5 Years: 14 Language Proficiency: French = 3; Spanish = 2; Italian = 2; Khmer = 1; Bahasa = 1
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Peacebuilding; Politics, Political Institutions and Public Policy; Values and Ethics in Public Policy	
Number of Publications 2013-Present: 22 Recent Publications: “Designing Sri Lanka’s Special Court: Cautionary Considerations from the Cambodian Experience,” <i>Transitional Justice in Sri Lanka: Moving Beyond Promises</i> , 2017. “Experience in International Criminal Justice,” <i>Michigan Journal of International Law</i> , 2014.	
Distinctions: Asia Society Associate Fellowship, 2011-present; Andrew Carnegie Fellowship, 2015-2017; Term Membership, Council on Foreign Relations, 2010-2015; National Fellowship, Stanford University, 2008-2009; Shorenstein Fellowship, Stanford University, 2007-2008	

Juan R. I. Cole Richard P. Mitchell Collegiate Professor of History, Tenured, History College of Literature, Science, and the Arts	Ph.D., University of California, Los Angeles, 1984 M.A., American University in Cairo, 1978 B.A., Northwestern University, 1975
Percentage of Instructional Content Area Expertise: 30% Overseas Research Experience: India, Pakistan, Bangladesh, Egypt, Lebanon, Jordan, Turkey, Syria, Iran, Morocco, Yemen, Qatar, Bahrain, Israel, Tunisia, Uzbekistan, Senegal, Gambia Professional Experience: Director, Center for Middle Eastern & North African Studies, University of Michigan, 1992-1995; Associate Professor, Department of History, University of Michigan, 1990-1995; Assistant Professor, Department of History, University of Michigan, 1984-1990	
Research/Teaching Specializations: Muslim South Asia; Pakistan, Afghanistan, and India; Modern Middle East; Social and Intellectual History	Dissertations/Theses Supervised in Past 5 Years: 4 Language Proficiency: Arabic = 5; Persian = 4; Urdu = 4; French = 4; Turkish = 3; German = 2
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Mughal India; Selected Topics in Near and Middle Eastern Studies	
Number of Publications 2013-Present: 12 Recent Publications: <i>Muhammad: Prophet of Peace amid the Clash of Empires</i> , The Nation Books, forthcoming. <i>The Meaning of Peace in the Qur’an</i> , in progress. “Introduction,” <i>Sanctioning Iran: A Nietzschean Theory of Negative Imperialism</i> , 2017. “Wittgensteinian Language-Games in an Indo-Persian Dialogue on World Religions,” <i>Iran Nameh: A Quarterly of Iranian Studies</i> , 2015. <i>Global Connections</i> , Cambridge University Press, 2015.	
Distinctions: Resident Scholar, Doris Duke Foundation for Islamic Art, 2016; John W. Kluge Chair, Library of Congress, 2016; Director, Center for South Asia Studies, U-M, 2009-2012; Director, Center for Middle Eastern and North African Studies, U-M, 1992-1995 and 2012-2017; NEH Grant, 1991; SSRC/ACLS Post-Doctoral Award, 1986; Fulbright-Hays Doctoral Fellowship, 1982	

Gaurav Desai Associate Chair, Department of English Professor, Tenured, English Language and Literature College of Literature, Science, and the Arts		Ph.D., Duke University, 1996 B.A., Northwestern University, 1988
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India, South Africa, France, China, Kenya Professional Experience: Assistant/Associate/Full Professor, Tulane University, 1996-2016; Assistant Professor, State University of New York, Albany, 1994-1996		
Research/Teaching Specializations: Comparative literature; Global and transnational literature; Postcolonial studies		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Marathi = 5; Swahili = 1
Number of Area Studies, International Studies, and Language Courses Taught: 9 South Asia Courses Taught: Amitav Ghosh's Ibis Trilogy		
Number of Publications 2013-Present: 6 Recent Publications: "Ancestral and Territorial Homelands: The Politics of the Indian Diaspora in Kenya," <i>Diaspora</i> , 2017. "Ye Zindagi Usi Ki Hai: Illicit Desire and (Post)colonial Romance in M.G. Vassanji's <i>The Book of Secrets</i> ," <i>Summerhill</i> , 2014. <i>Commerce with the Universe: Africa, India and the Afrasian Imagination</i> , Columbia University Press, 2013		
Distinctions: Distinguished Achievement Award for Outstanding Scholarship, South Asian Literary Association, 2018; Rene Wellek Prize for Outstanding Book, American Comparative Literature Association, 2014; Finalist, Bethwell Ogot Book Prize, African Studies Association, 2014; Shortlist, Asia-Africa Book Prize, Association of Asian Studies in Africa/International Convention of Asia Scholars, 2015; Social Science Research Council DPDF Faculty Award, 2014; Frederick Burkhardt Fellowship, American Council of Learned Societies, 2007; Visiting Fellow, Cambridge University, 2004; Rockefeller Foundation Residency, 2003; Residential Fellowship, National Endowment for the Humanities, 2001-2002		

Manan Desai Assistant Professor, Tenure-track, American Culture College of Literature, Science, and the Arts		Ph.D., University of Michigan, 2011 M.A., University of Michigan, 2005 B.S., University of Michigan, 2002
Percentage of Instructional Content Area Expertise: 75% Overseas Research Experience: India Professional Experience: Assistant Professor, Syracuse University, 2011-2014		
Research/Teaching Specializations: South Asian diaspora; Expatriate Indian activists and their American allies, 1910-1920; Caste, race, colonialism		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Marathi = 3
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: South Asian Diaspora in the U.S.		
Number of Publications 2013-Present: 4 Recent Publications: <i>The United States of India: Literature, Form, and Transnational Anticolonialism</i> , in progress. "Caste in Black and White: Dalit Identity and the Translation of African American Literature," <i>Comparative Literature</i> , 2015. "Korla Pandit Plays America: Exotica, Racial Performance, and the Fantasy of Containment in Mid-Century Television," <i>The Journal of Popular Culture</i> , 2015.		
Distinctions: Junior Faculty Retreat, East of California Asian American Studies, 2013; Rackham Merit Fellowship, U-M, 2007-2009; American Institute of Indian Studies Language Fellowship, 2007-2008; Foreign Language and Area Studies Fellowship, 2005; Angell Scholar, 1998-2001		

Madhav Deshpande Professor Emeritus, Asian Languages and Cultures College of Literature, Science, and the Arts	Ph.D., University of Pennsylvania, 1972 M.A., University of Poona, 1968 B.A., Fergusson College, 1966
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India, United Kingdom Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1973-present; Visiting Assistant Professor, University of Michigan, 1972-1973; Lecturer, S.P. College, 1972	
Research/Teaching Specializations: Sanskrit; Indo-Aryan linguistics; Hinduism	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Sanskrit = 5; Pali = 5; Marathi = 5; Hindi = 4; German = 2; French = 2
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 7 Recent Publications: “History of Linguistic Analysis in Pre-Modern India,” <i>Cambridge History of Linguistics</i> , forthcoming. “The Predicament of the Maitrāyaṇīya Community in Maharashtra: Migration, Acculturation, and Identity-Crisis,” <i>On Meaning and Mantras: Essays in Honor of Frits Staal</i> , 2016. “Appayya Dīkṣita and the Lineage of Bhaṭṭoji Dīkṣit,” <i>Journal of Indian Philosophy</i> , 2016. “Pune: An Emerging Center of Education in Early Modern Maharashtra,” <i>International Journal of Hindu Studies</i> , 2015. “Disagreement without Disrespect: Transitions in a Lineage from Bhaṭṭoji to Nagesa,” <i>South Asian History and Culture</i> , 2015.	
Distinctions: Vice President for Research Grant, U-M, 2002; Sanskrit Manuscripts Digital Photography Project Grant, 2002; U-M International Institute Grant, 1995; Best Historical Writing in Marathi, 1995	

Debotri Dhar Lecturer I, Non-tenure-track, Women’s Studies College of Literature, Science, and the Arts	Ph.D., Rutgers University, 2013 M.A., University of Oxford, 2006 B.A., University of Delhi, 2002
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India, United Kingdom Professional Experience: Visiting Assistant Professor, College of Wooster, 2014-2015; Lecturer, Rutgers, 2013-2014	
Research/Teaching Specializations: Feminist theories; South Asian Studies; Transnational feminisms; Women’s writing; Rights; Sexual violence and the state; Post-colonialism; Thanatopolitics; Bodies; Gender and education; Critical/Feminist pedagogies; Love; Epistemology	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Bengali = 5; Hindi = 5; Urdu = 3
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Sexual Violence and the State: Global Perspectives; Transnational Feminisms; Gender and Bollywood; Gender, Culture, Representation; Women, Culture, Society: South Asian Gender Studies	
Number of Publications 2013-Present: 12 Recent Publications: <i>Sexual Violence, Knowledge, and the Female Body: Interrogating Rape Narratives in Contemporary India</i> , in progress. <i>Education in South Asia and the Indian Ocean Islands</i> , Bloomsbury Academic, 2017. “‘India’s Daughters’: Women’s Issues since Independence,” <i>German Journal of World History</i> , 2015.	
Distinctions: CRLT IDF Award, 2018; Linda Rothman Award for Outstanding Teaching in Women’s & Gender Studies, Rutgers University, 2012; Distinction in Women's Studies, University of Oxford, 2006.	

Jatin Dua Assistant Professor, Tenure-track, Anthropology College of Literature, Science, and the Arts		Ph.D., Duke University, 2014 M.A., American University in Cairo, 2006 B.A., Reed College, 2003
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Egypt, Kenya, Central Africa Professional Experience: Assistant Professor, University of Michigan, 2014-present		
Research/Teaching Specializations: Law and economy; Historical anthropology; Indian Ocean	Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Hindi = 5; Urdu = 4; Swahili = 4; Punjabi = 3; Somali = 3; Arabic = 2; French = 2; Dutch = 1	
Number of Area Studies, International Studies, and Language Courses Taught: 4 South Asia Courses Taught: Introduction to Historical Anthropology; Law and Culture; Cultures of Piracy; Oceans, Life, and Culture		
Number of Publications 2013-Present: 8 Recent Publications: <i>Captured at Sea: Piracy and Protection in the Western Indian Ocean</i> , in progress. <i>"Hijacked: Piracy and Protection in the Indian Ocean," Comparative Studies in Society and History</i> , in progress.		
Distinctions: Social Science Research Council Transregional Research Junior Scholar Fellowship, 2017-2018; Residential Fellowship, Leiden University, 2016-2017; National Science Foundation Collaborative Research, 2016-2018; U-M Office of Research Grant, 2016; Duke University Graduate School Grant, 2014; Mellon/ACLS Dissertation Completion Fellowship, 2013; Anne T. and Robert M. Bass Fellowship for Undergraduate Instruction, Duke University, 2012; International Dissertation Fieldwork Fellowship, Wenner-Gren Foundation, 2010		

Tarfia Faizullah Delbanco Visiting Professor of Creative Writing, Non-tenure track, Helen Zell Writers' Program College of Literature, Science, and the Arts		M.F.A., Virginia Commonwealth University, 2009 B.A., University of Texas, Austin, 2006
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: Bangladesh Professional Experience: Instructor, Kenyon Review Young Writers' Workshop, 2014-2015; Writer-in-Residence, InsideOut Literary Arts, 2014; Instructor, George Washington University, 2012; Instructor, Virginia Commonwealth University, 2012, 2008-2009		
Research/Teaching Specializations: Bangladesh; Partition; Bangladeshi War of Independence; Women's history	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Bengali = 4	
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 7 Recent Publications: <i>Registers of Illuminated Villages</i> , Graywolf, 2018. <i>"Apology from a Muslim Orphan," Academy of American Poets</i> , 2017. <i>"100 Bells," The Pushcart Prize XLII: Best of the Small Presses</i> , 2017.		
Distinctions: Pushcart Prize, 2017, 2016, 2014; 50 Women Inspiring Change Honoree, Harvard Law School, 2016; Emerging Writer Award, Drake University, 2016; Frederick Bock Prize, Poetry Magazine, 2015; Milton Kessler First Book Award, Binghamton University, 2015; New Writers' Award, Great Lakes College Association, 2015; Book of the Year Award, VIDA, 2015; Poets and Writers Debut Poets, 2015; Honorable Mention, Poetry Society of American Norma Faber Book Award, 2015; Alan Collins Fellowship, Bread Loaf Writers' Conference, 2014; Poetry Prize Winner, Copper Nickel, 2012; Kundiman Fellowship, 2011; Dorothy Sargent Rose Poetry Prize Winner, 2011; Fulbright Fellowship, 2010.		

Leela Fernandes Glenda Dickerson Collegiate Professor of Women's Studies and Political Science, Tenured, Women's Studies College of Literature, Science, and the Arts		Ph.D., University of Chicago, 1994 M.A., University of Chicago, 1989 B.A., University of Michigan, 1987
Percentage of Instructional Content Area Expertise: 75% Overseas Research Experience: India Professional Experience: Assistant/Associate/Full Professor, Rutgers University, 1996-2010; Visiting Assistant Professor, Oberlin College, 1994-1995		
Research/Teaching Specializations: Inequality, governance, politics, and political economy in contemporary India		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 2
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Women, Politics, and Society in India; Gender and Globalization		
Number of Publications 2013-Present: 8 Recent Publications: <i>Feminists Rethink the Neoliberal State: Inequality, Exclusion, and Change</i> , New York University Press, 2018. "The Historical Roots Inter-State Water Disputes: A Comparative Perspective on the Political Economy of Tamil Nadu's Water Conflicts," <i>Oxford Research Encyclopedia of Asian History</i> , 2018. "India's Middle Classes in Contemporary India," <i>Routledge Handbook of Contemporary India</i> , 2015. <i>Routledge Handbook on Gender in South Asia</i> , Routledge Press, 2014.		
Distinctions: Senior Fellow, Michigan Society of Fellows, 2013-2017; Contemplative Practice Fellowship, American Council of Learned Societies, 2006-2007; Faculty Fellow, Rutgers University, 2002-2003; International Postdoctoral Fellowship, American Council of Learned Societies, 1998-1999; Senior Research Fellowship, American Institute for Indian Studies, 1995-1996; Rockefeller Fellow, 1995-1996; Mellon Foundation Fellowship, 1991-1993; MacArthur Scholar Program, MacArthur Foundation, 1990-1991		

Thomas E. Fricke Professor, Tenured, Anthropology College of Literature, Science, and the Arts Research Professor, Institute for Social Research		Ph.D., University of Wisconsin, Madison, 1984 M.A., University of Wisconsin, Madison, 1978 B.A., Moorhead State University, 1977
Percentage of Instructional Content Area Expertise: 85% Overseas Research Experience: Nepal, Taiwan Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1986-present; Adjunct Assistant Professor, University of Michigan, 1985-1986		
Research/Teaching Specializations: Social transformation; Kinship; Local historical representation; Conversion in Nepal		Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Nepali = 4; Tamang = 3; German = 2
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Introduction to Anthropology; Peoples and Cultures of the Himalayas; Special Topics in Anthropology		
Number of Publications 2013-Present: 1 Recent Publications: "Forward," <i>Selected Essays on the Anthropology of Nepal</i> , 2015. "Tamand Conversions: Culture, Politics, and the Christian Conversion Narrative in Nepal," <i>Contributions to Nepalese Studies</i> , 2008. "Working Selves, Moral Selves: Crafting the Good Person in the Northern Plains," <i>The Changing Landscape of Work and Family in the American Middle Class: Reports to Nepalese Studies</i> , 2008.		
Distinctions: East-West Center Joint Doctoral Research Intern Award, Population Institute, 1982; Fulbright-Hays Grant, 1981; Foreign Language and Area Studies Fellowship, 1978-1980		

Larry M. Gant Professor, Tenured, School of Social Work Professor, Stamps School of Art and Design	Ph.D., University of Michigan, 1985 M.A., University of Michigan, 1985 M.S.W., University of Michigan, 1981 B.A., University of Notre Dame, 1979
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: China, Austria, Scotland, Germany Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1987-present	
Research/Teaching Specializations: Program evaluation; Community-based health programs; Community organization and social planning; International social work; Arts-based community development; Sexually transmitted diseases	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 22 Recent Publications: <i>A Twenty-First Century Approach to Community Change: Partnering to Improve Life Outcomes for Youth and Families in Under-Served Neighborhoods</i> , 2017. “Essentials of Social Support in HIV/AIDS Service Provision,” <i>Journal of HIV/AIDS and Social Services</i> , 2015. “Community Organization in the Twenty-First Century: Scholarship and Practice Directions for the Future [Special Issue],” <i>Journal of Community Practice</i> , 2014.	
Distinctions: Center for Research on Learning and Teaching-Gilbert Whitaker Fund, 2018; Faculty Associate, Center for Global Health, U-M, 2011, Inaugural Distinguished Diversity Scholarship and Engagement Award, National Center for Institutional Diversity, 2009; Harold R. Johnson Diversity Service Award, 2006; Edward Ginsberg Center for Community Service and Learning Outstanding Faculty, 2004	

Krishna Garikipati Professor, Tenured, College of Engineering	Ph.D., Stanford University, 1996 M.S., Stanford University, 1992 B. Tech., Indian Institute of Technology, 1991
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India, United Kingdom, Germany Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 2000-present; Research Associate, Stanford University, 1998-1999; Postdoctoral Fellow, Stanford University, 1996-1998	
Research/Teaching Specializations: Tumor growth modeling; Mechanics of cell motility; Models of brain folding; Mechanochemistry of phase transformations in alloys; Multiphysics processes in battery materials; Data-driven computational science	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Marathi = 4; Tamil = 4; French = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 18 Recent Publications: “Intercalation Driven Porosity Effects on the Electro-Chemo-Thermo-Mechanical Response in Continuum Models for Battery Materials Electrodes,” <i>Journal of the Electrochemical Society</i> , 2017. “Perspectives on the Mathematics of Biological Patterning and Morphogenesis,” <i>Journal of Mechanics and Physics of Solids</i> , 2016. “Multi-Physics Simulations of Lithiation-Induced Stress in LiTiO Electrode Particles,” <i>Journal of Physical Chemistry</i> , 2016.	
Distinctions: Alexander von Humboldt Research Fellowship, 2005-2006; Presidential Early Career Award for Scientists and Engineers, 2004; Ruth and Joel Spira Teaching Award, 2004	

Dirgha J. Ghimire		Ph.D., University of Michigan, 2003 M.A., University of Michigan, 2001 B.Sc., Tribhuvan university, 1986
Research Associate Professor, Tenured, Institute for Social Research		
Percentage of Instructional Content Area Expertise: 100%		
Overseas Research Experience: Nepal		
Professional Experience: Adjunct Professor, Agriculture and Forestry University, Chitwan Nepal, 2014-present; Director and Founding Chair, Institute for Social and Environmental Research-Nepal, Chitwan, Nepal, 2001-present; Associate Director, Population and Ecology Research Laboratory, University of Michigan, 2000-present; Associate Research Scientist, University of Michigan, 2009-2013; Assistant Research Scientist, University of Michigan, 2006-2009; Research Investigator, University of Michigan, 2003-2006		
Research/Teaching Specializations: Social change; Family; Demography; Population and environment; Research methods; Development planning and implementation		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Nepalese = 5
Number of Area Studies, International Studies, and Language Courses Taught: 2		
South Asia Courses Taught: Mixed Method Data Collection Methods; Introduction to Survey Research		
Number of Publications 2013-Present: 27		
Recent Publications: "Rural Agricultural Change and Individual Out-Migration," <i>Rural Sociology</i> , forthcoming. "Associations between the Social Organization of Communities and Psychiatric Disorders in Rural Asia," <i>Social Psychiatry and Psychiatric Epidemiology</i> , 2015. "Wives' and Husbands' Nonfamily Experiences and First-Birth Timing," <i>International Journal of Sociology</i> , 2015. "Impact of the Spread of Mass Education on Married Women's Experiences with Domestic Violence," <i>Social Science Research</i> , 2015. "Determinants of Marital Quality in an Arranged Marriage Society," <i>Social Science Research</i> , 2013. "Rural Agricultural Change and Fertility Transition in Nepal," <i>Rural Sociology</i> , 2013.		
Distinctions: National Institute of Child Health and Human Development Innovation in the Measurement of Community Contextual Features, 2013-15; National Science Foundation Grant, 2012-15		

Pinderjeet Gill		Ph.D., Guru Nanak Dev University, 1997 Certificate, Guru Nanak Dev University, 1995 M.A., Guru Nanak Dev University, 1991 B.A., Guru Nanak Dev University, 1989
Lecturer II, Non-tenure-track, Asian Languages and Cultures College of Literature, Science, and the Arts		
Percentage of Instructional Content Area Expertise: 100%		
Overseas Research Experience: India		
Professional Experience: Lecturer, Khalsa College, 1997-1998		
Research/Teaching Specializations: Hindi and Punjabi language instruction and pedagogy		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Punjabi = 5
Pedagogy Training: LCTL Workshop, CARLA, 2018 and 2017; ACTFL Oral Proficiency Interview in Urdu and Hindi (highest distinction); CARLA Summer Intensive Courses Certificate, 2014; Certified Oral Proficiency Interviewer for Hindi, 2013		
Number of Area Studies, International Studies, and Language Courses Taught: 4		
South Asia Courses Taught: Elementary and Intermediate Hindi and Punjabi		
Number of Publications 2013-Present: 2		
Recent Publications: <i>Conversational Punjabi: Situational Conversations</i> , Unistar Books, 2015. "Bulla Sahib and Bulle Shah: A Comparative Study," <i>Shodh Setur International Research Magazine</i> , 2015		
Distinctions: CRLT Gilbert Whitaker Fund Grant, U-M, 2013; LSA Instructional Technology Committee Grant, U-M, 2012; LSA Instructional Technology Committee Grant, U-M, 2009		

Brenda Gillespie Associate Research Professor, Tenured, School of Public Health	Ph.D., Temple University, 1989 M.S., Ohio State University, 1975 B.A., Earlham College, 1972
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India, Mexico Professional Experience: Assistant Professor/Associate Research Professor, University of Michigan, 1989-present	
Research/Teaching Specializations: Biostatistics, Survival Analysis, Clinical Trials	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: German = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 8 Recent Publications: "Risk Factors for Measles among Infants in Tianjin, China," <i>Public Health</i> , 2017. Prevalence and Predictors of Patient-Reported Long-Term Mental and Physical Health after Donation in the Adult to Adult Living Donor Liver Transplantation Cohort Study (A2ALL)," <i>Transplantation</i> , 2017. "Vaccination Timeliness in Children under India's Universal Immunization Program," <i>Pediatric Infectious Disease Journal</i> , 2016. "Misclassification Errors in Unsupervised Classification Methods: Comparison Based on the Simulation of Proteomics Data," <i>Journal of Proteomics and Bioinformatics</i> , 2016. "Predictors of Vaccination in India for Children Aged 12-36 Months," <i>American Journal of Preventative Medicine</i> , 2016.	
Distinctions: Distinguished Alumni Award, Temple University, 1999; University Fellowship, Temple University, 1987-1989; Society for Clinical Trials Student Paper Competition Paper Prize, 1986; Florence Long Math Award, Earlham College, 1972	

William Glover Associate Professor, Tenured, History College of Literature, Science, and the Arts	Ph.D., University of California, Berkeley, 1999 M.Arch., University of Washington, 1992 B.S., Stanford University, 1983
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India, Pakistan, United Kingdom Professional Experience: Assistant/Associate Professor, University of Michigan, 2000-present; Visiting Lecturer, National College of Arts, 1997	
Research/Teaching Specializations: Urban and architectural history of South Asia	Dissertations/Theses Supervised in Past 5 Years: 13 Language Proficiency: Hindi = 4; Urdu = 4; Punjabi = 2
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: The City in South Asia; Indian Civilization	
Number of Publications 2013-Present: 4 Recent Publications: <i>Reformatting Ordinary Life: The Rural-Urban Continuum in 20th Century India</i> , in progress. "Living in a Category: A History of India's 'Census Town' Problem from Colonial Punjab," <i>The Economic and Political Weekly</i> , 2018. "The Khalsa Heritage Complex by Moshie Safdie," <i>The Oxford Handbook of Sikh Studies</i> , 2014. "A Place of One's Own," <i>Tanqeed</i> , 2013.	
Distinctions: Michigan Humanities Award Fellowship, 2016; International Travel Award, American Institute of Pakistan Studies, 2014; Senior Research Fellowship, American Institute of Indian Studies and National Endowment for the Humanities, 2011; Junior Book Award, American Institute of Pakistan Studies, 2008; Bhai Gurdas Fellowship, University of California, Santa Barbara, 2007; Best Article in Scholarly Journal Without Geographic Restriction, Urban History Association, 2006; Faculty Fellowship, U-M Institute for the Humanities, 2004	

Michael D. Gordon Arthur F. Thurnau Professor of Business Information Technology, Tenured, Ross School of Business		Ph.D., University of Michigan, 1984 M.S., University of Michigan, 1981 B.A., University of Michigan, 1974
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: South Africa, Kenya Professional Experience: Associate Dean of Information Technology, University of Michigan, 2002-2005; Professor, Business Information Technology, 1998-present; Department Chair, 1995-2002, 2005-2006; Associate Professor, Computer and Information Systems, 1991-1998; Assistant Professor, 1984-1991		
Research/Teaching Specializations: Solving societal problems through enterprise		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: French = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 1 Recent Publications: "The Joint Moderating Role of Trust Propensity and Gender on Consumers' Online Shopping Behavior Computers in Human Behavior," <i>Computers in Human Behavior</i> , 2015. <i>Inclusivity: Will America Find Its Soul Again?</i> , Ross School of Business, 2012.		
Distinctions: Computerworld Honors Laureate: "Information Technology Champions," 2005; Computerworld/Smithsonian Laureate: "Interactive Simulation of Business Processes Using the Internet," 2000; Computerworld/Smithsonian Laureate: "Research Laboratory for Electronic Commerce (e-Lab), 2000		

Kim Hayes Arthur J. Decker Collegiate Professor, Tenured, College of Engineering		Ph.D., Stanford University, 1987 M.S., Stanford University, 1982 M.S., Stanford University, 1980 B.S., Stanford University, 1980
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: Bangladesh, Australia Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1988-present		
Research/Teaching Specializations: Water quality; Water treatment processes; Arsenic in well water supplies of Bangladesh; Implementation and intervention strategies		Dissertations/Theses Supervised in Past 5 Years: 6 Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 20 Recent Publications: "Anaerobic Disposal of Arsenic-Bearing Wastes Results in Low Microbially-Mediated Arsenic Volatilization," <i>Environmental Science and Technology</i> , 2016. "Removal of Radium from Shale Gas Wastewater by Ion Exchange Resin," <i>Environmental Engineering Science</i> , 2016. "Anaerobic Vinegar Amended Biosand Filter for the Removal of Arsenic and Nitrate from Groundwater," <i>Journal of Environmental Management</i> , 2016. "Biogenic Nano-Particulate Iron-Sulfide Produced through Sulfate and Fe(III)-(hydr)oxide Reductions was Enhanced by Pyruvate as the Electron Donor," <i>Royal Society of Chemistry Advances</i> , 2015. "Abiotic Reductive Dechlorination of cis-DCE by Ferrous Monosulfide Mackinawite," <i>Environmental Science and Pollution Research</i> , 2015.		
Distinctions: Certificate of Appreciation, American Chemical Society, 2007; CH2M Hill Distinguished Lecture, Auburn University, 2004; Distinguished Faculty Achievement Award, U-M, 2004; Distinguished Service Award, Association of Environmental Engineering and Science Professors, 2003; Young Investigator Award, National Science Foundation, 1989-1995		

Daniel Herwitz Director of Graduate Studies, Comparative Literature Frederick G. L. Huetwell Professor, Tenured, Comparative Literature, Philosophy, History of Art College of Literature, Science, and the Arts	Ph.D., University of Chicago, 1984 B.A., Brandeis University, 1977
Percentage of Instructional Content Area Expertise: 30% Overseas Research Experience: South Africa Professional Experience: Professor, University of Natal, 1996-2002; Assistant/Associate Professor, California State University at Los Angeles, 1985-1996; Adjunct Professor, University of Southern California, 1994-1996	
Research/Teaching Specializations: Art, culture and politics; Modern and contemporary Indian art; South African art; Human rights and humanitarianism; Film, celebrity, and stardom	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: German = 2; French = 2; Italian = 1
Number of Area Studies, International Studies, and Language Courses Taught: 9 South Asia Courses Taught: Modern Art outside of Europe and America; Contemporary Moral Theory and Humanitarianism; Aesthetics, Art, and Politics in a Global World	
Number of Publications 2013-Present: 23 Recent Publications: <i>Aesthetics, Arts, and Politics in a Global World</i> , Bloomsbury Press, 2017. "Nature that Lives in the Past: Xu Bing's Background Story," <i>Critical Essays on Xu Bing's Background Stories and his Oeuvre</i> , 2016 <i>Heritage, Culture, and Politics in the Postcolony</i> , Columbia Press, 2012.	
Distinctions: National Jewish Book Award, 2016; Mary Fair Croushore Professor of Humanities, 2002-2012; Director, Institute for the Humanities, U-M, 2002-2012; National Research Foundation Grant, 2001; Andrew Mellon Fellowship, 1990-1991; National Book Award, 1988	

James Holloway Vice Provost for Global Engagement and Interdisciplinary Affairs Arthur F. Thurnau Professor, Tenured, College of Engineering	Ph.D., University of Virginia, 1989 C.A.S., Cambridge University, 1985 M.S., University of Illinois, 1984 B.S., University of Illinois, 1982
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India, Thailand, China, Ghana, Ethiopia Professional Experience: Vice Provost for Global and Engagement Education, University of Michigan, 2013-2016; Assistant/Associate/Full Professor, University of Michigan, 1990-present	
Research/Teaching Specializations: Engineering; Appropriate technology development; Culturally contextualized design	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 5 Recent Publications: "Mitigation of Hot Electrons from Laser-Plasma Instabilities in High-Z, Highly Ionized Plasmas," <i>Physics of Plasmas</i> , 2017. "Mitigation of Hard X-Ray Background in Backlit Pinhole Imagers," <i>Reviews of Scientific Instruments</i> , 2016. "Emulation of Numerical Models with Over-Specified Basis Function," <i>Technometrics</i> , 2016.	
Distinctions: Ted Kennedy Family Team Excellence Award, U-M, 2014; Harold R. Johnson Diversity Service Award, 2011; Committee on Institutional Cooperation Academic Leadership Program Fellow, 2005; Nuclear Engineering & Radiological Sciences Outstanding Achievement Award, 2004; Distinguished Lecturer, U-M ASEE Student Chapter, 2001; Young Member Engineering Achievement Award, American Nuclear Society, 2000; Young Investigator Award, National Science Foundation, 1993-1998; Allan Talbott Gwathmey Memorial Award, University of Virginia, 1989; Robert A. Dannels Memorial Award, American Nuclear Society, 1986	

Faijul Hoque Lecturer I, Non-tenure-track, Asian Languages and Cultures College of Literature, Science, and the Arts	Ph.D., Aligarh Muslim University, 2016 M.A., Aligarh Muslim University, 2012 M.A., Jamia Millia Islamia, 2010 M.M., Guwahati University, 2005
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India Professional Experience: Visiting Faculty, SASLI, University of Wisconsin-Madison, 2017; Instructor, Aligarh Muslim University, 2013-2014, 2015-2016; Researcher, Aligarh Muslim University, 2013-2016	
Research/Teaching Specializations: Bengali, Urdu, and Hindi language acquisition	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Bengali = 5; Urdu = 5; Hindi = 5; Arabic = 4; Assamese = 4; Kokborok = 4
Pedagogy Training: ACTFL Assessment Workshop on Oral Proficiency Interview, 2017; Reverse design and pedagogy across languages and skills: Course designs and Assessments, University of Chicago, 2017	
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Elementary Bengali; Intermediate and Advanced Urdu	
Number of Publications 2013-Present: 2 Recent Publications: “Kokborok: A Major Tribal Language of Tripura,” <i>International Organization of Scientific Research Journal of Humanities and Social Science</i> , 2014.	
Distinctions: MANF Fellowship, 2016; Gold Medal, Aligarh Muslim University, 2013; First Rank, Aligarh Muslim University, 2012	

Matthew Hull Associate Professor, Tenured, Anthropology College of Literature, Science, and the Arts	Ph.D., University of Chicago, 2003 M.A., University of Chicago, 1995 B.A., Princeton University, 1991
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: Pakistan, India Professional Experience: Co-Chair, Technical Advisory Group, The World Bank, 2015-present; Director, Center for South Asian Studies, U-M, 2015-2016; Assistant Professor, Department of Anthropology, University of North Carolina, 2004-2007; Fellow, Michigan Society of Fellows, University of Michigan, 2003-2005	
Research/Teaching Specializations: Sociocultural theory; Language, discourse, semiotics; Material culture; Science and technology; Corporations; Urban planning	Dissertations/Theses Supervised in Past 5 Years: 7 Language Proficiency: Urdu = 5; Hindi = 5; Persian = 1
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Modern Corporation: From the East India Company to Walmart; Language, Culture and Society in South Asia; Anthropology of South Asia	
Number of Publications 2013-Present: 1 Recent Publications: <i>Government of Paper: Materiality and Urban Bureaucracy in Pakistan</i> . University of California Press, 2012. “Bureaucracy and Documents,” <i>Annual Review of Anthropology</i> , 2012. “Democratic Technologies of Speech: From WWII America to Post-colonial Delhi,” <i>Journal of Linguistic Anthropology</i> , 2010.	
Distinctions: Editorial Board, Political and Legal Anthropology Review, 2015-present; Editorial Board, Comparative Studies in Society and History, 2009-present; U-M Institute for the Humanities John Rich Fellow, 2016-17; South Asia Book Review Editor, Journal of Asia Studies, 2013-2015; Association of Political and Legal Anthropology Book Prize Honorable Mention, 2014; American Institute of Indian Studies Senior Fellowship, 2014; Research Fellowship, Office of the Vice President for Research, U-M, 2009-2010; American Institute of Pakistan Studies Senior Research Fellowship 2009-2010	

David Hutton Associate Professor, Tenured, School of Public Health	Ph.D., Stanford University, 2010 M.S., Stanford University, 1999 B.A., Stanford University, 1998
Percentage of Instructional Content Area Expertise: 5%	
Overseas Research Experience: India, China	
Professional Experience: Assistant/Associate Professor, University of Michigan, 2010-present	
Research/Teaching Specializations: Cost-effectiveness of medical treatment	Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Spanish = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A	
South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 21	
Recent Publications: “OPTIMAL and ENSURE Trials – Based Combined Cost Effectiveness Analysis of Erlotinib Versus Chemotherapy for the First-Line Treatment of Asian Patients with Nonsquamous Non-Small Cell Lung Cancer,” <i>BMJ Open</i> , 2018. “A Sustainable Model for Delivering High-Quality, Efficient Cataract Surgery in Southern India,” <i>Health Affairs</i> , 2016.	
Distinctions: Fellowship in Health Policy, Center for Healthcare Research and Transformation, 2013-2014; Best Short Course, Society for Medical Decision Making Annual Meeting, 2010-2011; Course Assistant Award, Stanford University, 2010; Stanford Graduate Fellowship	

Meha Jain Assistant Professor, Tenure-track, School for Environment and Sustainability	Ph.D., Columbia University, 2014 B.A., Princeton University, 2007
Percentage of Instructional Content Area Expertise: 90%	
Overseas Research Experience: India	
Professional Experience: Postdoctoral Fellowship, Stanford University, 2016	
Research/Teaching Specializations: Effects of environmental change; Smallholder farmers in India	Dissertations/Theses Supervised in Past 5 Years: 4 Language Proficiency: Hindi = 4
Number of Area Studies, International Studies, and Language Courses Taught: N/A	
South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 19	
Recent Publications: “Towards Fine Resolution Global Maps of Crop Yields: Testing Multiple Methods and Sensors in Three Countries,” <i>Remote Sensing of Environment</i> , 2017. “Using Satellite Data to Identify the Causes of and Potential Solutions for Yield Gaps in India’s Wheat Belt,” <i>Environmental Research Letters</i> , 2017. “Quantifying Fluctuations in the Winter Cropped Area in the Central Indian Highlands,” <i>Regional Environmental Change</i> , 2016. “Understanding the Causes and Consequences of Differential Decision-Making in Adaptation Research: Adapting to a Delayed Monsoon Onset in Gujarat, India,” <i>Global Environmental Change</i> , 2015. “Sensitivity of Crop Cover to Climate Variability: Insights from Two Indian Agro-Ecoregions,” <i>Journal of Environmental Management</i> , 2015. “Winter Crop Sensitivity to Inter-Annual Climate Variability in Central India,” <i>Climate Change</i> , 2014.	
Distinctions: NASA Land Use Land Cover Change Grant, 2017-2020; NASA New Investigator Program in Earth Science Grant, 2016-2019; Google Earth Engine Research Award, 2014-2015; National Science Foundation Doctoral Dissertation Improvement Grant, 2013-2015; Coupled Human and Natural Systems Fellow, 2012; National Science Foundation Graduate Research Fellowship, 2009-2012; National Geographic Young Explorers Grant, 2011; Advanced Consortium on Cooperation, Conflict, and Complexity Fellow, 2011; Compton Foundation Mentor Fellowship, 2007-2008; Becky Colvin Fund Undergraduate Thesis Research, 2006	

Andrew D. Jones John G. Searle Assistant Professor of Nutritional Sciences, Tenure-track, School of Public Health Research Assistant Professor, Center for Human Growth and Development		Ph.D., Cornell University, 2011 B.A., Pennsylvania State University, 2002
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Nepal, Kazakhstan, Bolivia, France, Germany, United Kingdom, Ethiopia, Peru, South Africa, Thailand, Canada, Ecuador Professional Experience: Faculty Associate, African Studies Center, 2014-present; Global Public Health Faculty Associate, School of Public Health, 2016; Assistant Professor, University of Michigan, 2015-2016; Assistant Professor, Human Nutrition Program, 2013-2015; Research Associate, Division of Nutritional Sciences, Cornell University, 2011-2013		
Research/Teaching Specializations: Agricultural and landscape biodiversity; Diet quality and food security; Livestock rearing impacts among adolescent girls and women of reproductive age		Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Spanish =4; Russian = 2; Hindi = 1
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Evaluation of Global Nutrition Programs; Topics in Global Food and Nutrition; Foundations of Sustainable Food Systems; Global Food Systems Policy; Ending Hunger and Malnutrition Podcast Production, Global Health Policy		
Number of Publications 2013-Present: 31 Recent Publications: "Agricultural Biodiversity and Diet Quality in Low- and Middle-Income Countries: A Critical Review of the Emerging Research Evidence," <i>Nutrition Reviews</i> , in press. Anemia and Cardiometabolic Disease Risk Demonstrate Sex-Specific Sociodemographic Patterning in a Rural Region of Southern India," <i>European Journal of Clinical Nutrition</i> , 2015.		
Distinctions: Early Career Scientist Selection, Independent Science & Partnership Council/CGIAR, 2013; Student Prize Award, American Society for Nutrition/International Nutrition Council, 2011		

Pauline Jones Director, International Institute Professor, Tenured, Political Science		Ph.D., Harvard University, 1998 M.S., Harvard University, 1992 B.A., University of California, Berkeley, 1990
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: Afghanistan, Kyrgyzstan, Canada Professional Experience: Associate Professor, Brown University, 2004-2012; Assistant Professor, Yale University, 1998-2004		
Research/Teaching Specializations: Institutional origin, state formation, and the resource curse in Central Asia and Russia		Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Russian = 4; Uzbek = 3
Number of Area Studies, International Studies, and Language Courses Taught: 8 South Asia Courses Taught: Muslim Ethics in the Global Age		
Number of Publications 2013-Present: 9 Recent Publications: <i>Reluctant Monopolists: Religious Regulation and Political Mobilization in Muslim Countries</i> , in progress. <i>Oxford Handbook on Policies in the Muslim World</i> , in progress. <i>Islam, Society, and Politics in Central Asia</i> , University of Pittsburgh Press, 2016.		
Distinctions: National Science Foundation Grant, 2017-2020; Andrew W. Mellon Foundation Grant, 2014-2019; M-Cubed Pilot Funding, U-M, 2012-2015; Faculty Research in International Business Award, U-M, 2014; Carnegie Corporation of New York Research Grant, 2011-2014; Karen T. Romer Undergraduate Teaching Award, Brown University, 2010; The Bayer-Hirt Annual Lecture in Energy and Security, Yale University, 2008; Research Grant, Smith Richardson Foundation, 2004		

Aneel Karnani Professor, Tenured, Ross School of Business	Ph.D., Harvard University, 1980 M.B.A., Indian Institute of Management, 1974 B.S., Indian Institute of Technology, 1972
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India Professional Experience: Professor, University of Michigan, 1980-present	
Research/Teaching Specializations: Strategies for growth; Global competitions; Role of business in society	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 24 Recent Publications: “Using Incentives to Address Cannibalization,” <i>Long Range Planning</i> , forthcoming. “Marketing and Poverty Alleviation: Perspective of the Poor,” <i>Markets, Globalization and Development Review</i> , forthcoming. “The Obesity Crisis as a Market Failure: An Analysis of Systemic Causes and Corrective Mechanisms,” <i>Journal of the Association for Consumer Research</i> , 2016. “An Integrated Approach to Poverty Alleviation: Roles of the Private Sector, Government and Civil Society,” <i>The Business of Social and Environmental Innovation</i> , 2015.	
Distinctions: Teaching Excellence Awards, 2014-2016, 2012, 2009, 2007, 2006, 2001, 1991	

Aliyah Khan Assistant Professor, Tenure-track, African and Afro-American Studies College of Literature, Science, and the Arts	Ph.D., University of California, Santa Cruz, 2012 M.F.A., Hunter College, 2006 B.A., Hunter College, 2002
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: Canada, Bahamas, United Kingdom, Guyana Professional Experience: Lecturer, University of California, Santa Cruz, 2012-2013; Lecturer, Hunter College, 2003-2005	
Research/Teaching Specializations: Postcolonial Caribbean literature; Contemporary literature of the Muslim and Islamic worlds; Postcolonial theory	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Guyanese Creolese = 5; Anglophone Caribbean creoles = 5; Spanish = 4; Arabic = 2
Number of Area Studies, International Studies, and Language Courses Taught: 10 South Asia Courses Taught: Subcontinentals Abroad: The Indo-Caribbean Diaspora	
Number of Publications 2013-Present: 6 Recent Publications: “Halal in the Street: Consuming the ‘Good Muslim’ in New York,” <i>Journal of American Studies</i> , in progress <i>Fullahman: Muslims in the Caribbean Imaginary</i> , in progress. “Protest and Punishment: Indo-Guyanese Women and Organized Labor,” <i>Caribbean Review of Gender Studies</i> , in progress. “Indigeneity and the Indo-Caribbean in Cyril Dabydeen’s <i>Dark Swirl</i> ,” <i>Studies in Canadian Literature</i> , 2015.	
Distinctions: Postdoctoral Research National Fellowship, American Association of University Women, 2017; National Center for Institutional Diversity Scholars Network, 2017; Arts at Michigan Course Connection Grant, 2014; Center for Research on Learning and Teaching Diversity Institute Fellow, U-M, 2014; University of California President’s Dissertation Year Fellowship, 2011-2012; Institute for Humanities Research Fellowship, University of California, Santa Cruz, 2011; Cota-Robles University Fellowship, University of California, Santa Cruz, 2005-2007; Presidential Scholar Fellowship, Hunter College, 2001; Reade Writing Prize, Hunter College, 2001	

Osman Khan Associate Professor, Tenured, Stamps School of Art & Design	M.F.A., University of California, Los Angeles, 2004 B.Sc., Columbia University, 1995
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: Pakistan, Netherlands, South Korea, Singapore, China, Taiwan, Japan, Austria Professional Experience: Assistant/Associate Professor, University of Michigan, 2009-present; Visiting Artist, Carnegie Mellon University, 2006-2009; Adjunct Faculty, University of California, Los Angeles, 2004-2006	
Research/Teaching Specializations: Technology and subversion of identity conceptions; Communication through art; Public space making	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Urdu = 5; French = 3; Spanish = 3
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 4 Recent Publications: “Coloring within the Lines,” <i>Journal for Art and Culture</i> , 2016. “The Avant-Garde of What,” <i>Journal for Art and Culture</i> , 2014. “No Place Like Home,” <i>Utopia Toolbox</i> , 2014.	
Distinctions: Finalist Art Prize, 2014; Research Through Making Grant, U-M, 2013; Arctic Circle Residency, 2009; Wimmer Fellowship, Carnegie Mellon University, 2007; Shortlisted, Rising Star Award for LA’s Top Artist Under 45, 2007; Center for Art in Society Grant, Carnegie Mellon University, 2007; First Prize, ISEA Symposium, 2006; Jury Recommendation, Japanese Media Arts Festival, 2006	

Vikramaditya Khanna William W. Cook Professor of Law, Tenured, Michigan Law School	J.D., Harvard Law School, 1997 B.C.A., Victoria University of Wellington, 1991
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India, New Zealand, Turkey, China, Japan, Greece, Germany, Brazil Professional Experience: Associate/Full Professor, Boston University, 1998-2004; John M. Olin Visiting Scholar, Stanford University School of Law, 2003; John M. Olin Senior Research Fellow, Columbia University, 2002-2003; Visiting Associate Professor, Harvard University, 2001	
Research/Teaching Specializations: Law in India; Corporate and securities law; Corporate criminal liability in the U.S.	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Spanish = 3
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Law and Economic Development in India; Hollywood, Bollywood, and the Law	
Number of Publications 2013-Present: 31 Recent Publications: “Business Organizations in India Prior to the British East India Company,” <i>Research Handbook on the History of Corporate and Company Law</i> , 2018. <i>The Indian Legal Profession in the Age of Globalization: The Rise of the Corporate Legal Sector and Its Impact on Lawyers and Society</i> , Cambridge University Press, 2017. “Stock Market Reactions to India’s 2016 Demonetization: Implications for Tax Evasion, Corruption, and Financial Constraints,” <i>SSRN</i> , 2017. “An Introduction to Globalization, Lawyers, and Emerging Economies: The Case of India,” <i>The India Legal Profession in the Age of Globalization: The Rise of the Corporate Legal Sector and Its Impact of Lawyers and Society</i> , 2017. “Board Independence in India: From Form to Function?” <i>Independent Directors in Asia: A Historical, Contextual, and Comparative Approach</i> , 2017.	
Distinctions: Founding editor, <i>India Law Abstracts</i> ; Senior Fellow, Zicklin Center for Business Ethics, University of Pennsylvania, 2016-17 and 2015-16; John M. Olin Faculty Fellowship, 2002–2003	

Joseph C. Kolars Senior Associate Dean for Education and Global Initiatives Josiah Macy Jr., Professor of Health Professions Education, Tenured, Medical School	M.D., University of Minnesota, 1982 B.A., College of St. Thomas, 1977
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India, Nepal, China, Vietnam, Ghana, Peru, Ethiopia, Uganda Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1991-present; Instructor, University of Michigan, 1989-1991	
Research/Teaching Specializations: Research and education system strengthening in India; Assessment of teacher quality; Medical learning venues; General internal medicine	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 8 Recent Publications: “The Development and Implementation of a Competency-Based Curriculum for Training in Global Health Research,” <i>American Journal of Tropical Medical Hygiene</i> , 2014.	
Distinctions: American Gastroenterological Association Distinguished Educator Award, 2014; Distinguished Medical Educator Award, Association of Program Directors of Internal Medicine, 2010; Fellowship, American Gastroenterological Association Foundation, 2009; Teacher of the Year, Mayo Clinic, 2002-2003; Fellowship, American College of Physicians, 1993; Henry Christian Excellence in Research Award, American Federation for Clinical Research, 1991; Nathan Lifson Award, University of Minnesota Excellence in Research, 1984	

Aradhna J. Krishna Dwight F. Benton Professor of Marketing, Tenured, Ross School of Business	Ph.D., New York University, 1989 M.B.A., Indian Institute of Management, 1984 B.A., Delhi University, 1982
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Singapore, Germany, China, Italy, Canada, Netherlands, Korea Professional Experience: Isadore and Leon Winkelman Professor of Retail Marketing, University of Michigan, 2003-2009; Associate Professor of Marketing, University of Michigan, 1998-2000	
Research/Teaching Specializations: Sensory marketing; Cause marketing; Pricing and other exchange mechanisms; Promotions; Experimental economics	Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Hindi = 5
Number of Area Studies, International Studies, and Language Courses Taught: 8 South Asia Courses Taught: Pricing; Sensory Marketing; Sales Force Management; Introduction to Marketing; Market Research; Marketing Models; Experimental Economics; Sensation and Perception	
Number of Publications 2013-Present: 56 Recent Publications: <i>Food For All: Cross-Cultural Corporate Social Responsibility</i> , WDI Publishing, 2017. “A Focus on Partisanship: How It Impacts Voting Behaviors and Political Attitudes,” <i>Journal of Consumer Psychology</i> , 2017.	
Distinctions: Nominated for M.B.A. Teaching Excellence Award, 2016; Ross Researcher of the Year, 2014-2015; #4 Most Productive Researcher in Marketing, <i>Journal of Business Research</i> , 2005-2015	

M.S. Krishnan Associate Dean, Executive Programs Accenture Professor of Computer Information Systems Professor of Technology and Operations, Tenured, Stephen M. Ross School of Business	Ph.D., Carnegie Mellon University, 1996 M.S., Carnegie Mellon University, 1993 M.C.A., University of Delhi, 1987 B.Sc., University of Delhi, 1984
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India Professional Experience: Associate Dean, Global Initiatives, 2014-2016; Faculty Director, India Initiatives, 2010-2014; Joseph Handleman Professor of Information Systems and Innovation, 2010-13; Hallman Fellow and Professor, 2004-2010	
Research/Teaching Specializations: Information technology and business innovation; Software quality and business flexibility; Business value of IT applications; Information infrastructure management & IT strategy; Information infrastructure management	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Hindi = 5; Tamil = 5
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Information Technology; Digital Transformation and Business Model Innovation	
Number of Publications 2013-Present: 18 Recent Publications: “Research Noteri-Information Technology, Customer Satisfaction and Profit: Theory and Evidence,” <i>Information Systems Research</i> , 2016. “Do CIO IT Budgets Explain Bigger or Smaller Governments? -- Theory and Evidence from U.S. State Governments,” <i>Management Science</i> , 2016.	
Distinctions: President’s Advisory Board, Carnegie Mellon University, 2012; Senior Faculty Research Award, Ross School of Business, 2008; Selected by Optimize and InformationWeek as one of the four power thinkers on Business Technology, 2004	

Madhumita Lahiri Assistant Professor, Tenure-track, English Language and Literature College of Literature, Science, and the Arts	Ph.D., Duke University, 2010 B.A., Yale University, 2004
Percentage of Instructional Content Area Expertise: 65% Overseas Research Experience: India, United Kingdom, South Africa, Singapore Professional Experience: Assistant Professor, University of Warwick, 2013-2014; Mellon Postdoctoral Fellow, Brown University, 2011-2013; Postdoctoral Fellow, University of the Witwatersrand, 2010-2011	
Research/Teaching Specializations: Postcolonial and Global Anglophone Literature	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Bengali = 5; French = 3
Number of Area Studies, International Studies, and Language Courses Taught: 8 South Asia Courses Taught: Introduction to Indian Cinema; Global South Asia; Postcolonial Theory	
Number of Publications 2013-Present: 5 Recent Publications: <i>New Words, Old Embarrassments: Gender, Internationalism, and Print Culture, 1899-1945</i> , in progress. “Print for the People: Tagore, China and the Bengali Vernacular,” <i>Comparative Literature</i> , 2018. “Revise and Resubmit: C. Kamba Simango between Fact and Fiction,” <i>Historical Journal</i> , 2018. “An Idiom for India: Hindustani and the Limits of the Language Concept,” <i>Interventions: International Journal of Postcolonial Studies</i> , 2016.	
Distinctions: ADVANCE Faculty Summer Writing Grant, U-M, 2017; Junior Faculty Scholar, Institute for Research on Women and Gender, U-M, 2106-2017; Faculty Communities for Inclusive Teaching Grant, U-M, 2015; Humanities Research Fellowship, University of Warwick, 2014; Mellon Postdoctoral Fellowship, Brown University, 2011-2013; Teaching with Technology Award, Brown University, 2011; Women’s Studies Dissertation Research Award, Duke University, 2009-2010; Aleane Webb Dissertation Research Award, Duke University, 2009	

Andrew F. Lawlor Director, Global MBA Projects Lecturer IV, Non-tenure-track, Ross School of Business	M.B.A., University of Michigan, 1974 B.S., University of Michigan, 1973
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: N/A Professional Experience: Director of Summer Global Projects Internship Program, The William Davidson Institute, 2000-2004; Corporate Strategy Faculty Member, 1994-2004; President and General Manager, London Chop House, 1990-1991; Chairman and President, PC Technologies Inc., 1983-1989; Adjunct Lecturer of Policy and Control, Ross School of Business, University of Michigan, 1981-84; Chairman and President, Mager Scientific Inc., 1974-1983; Vice President for Small Business Consulting, First Ann Arbor Corporation, 1973-1983; Portfolio Manager, Michigan Capital and Service Venture Fund, 1973-1977; Seminar Speaker, United States Small Business Administration and Michigan Department of Commerce, 1976-1978; Teaching Fellow in Chemical Engineering, University of Michigan Engineering School, 1973-74; Marketing Manager for Contract Proposals, Bendix Corporation, 1968-1973; National Science Foundation Fellow, Duke University and North Carolina College, 1967	
Research/Teaching Specializations: Entrepreneurship; New business development; Corporate venturing, Strategic planning; Market development; Project and business planning	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: N/A Recent Publications: N/A	
Distinctions: N/A	

Michael Lempert Associate Professor, Tenured, Anthropology College of Literature, Science, and the Arts	Ph.D., University of Pennsylvania, 2004
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India, Nepal Professional Experience: Assistant Professor, Georgetown University, 2007-2009	
Research/Teaching Specializations: Tibetan refugees in South Asia	Dissertations/Theses Supervised in Past 5 Years: 5 Language Proficiency: Classical Tibetan = 3; Tibetan Dialects = 3; Sanskrit = 1
Number of Area Studies, International Studies, and Language Courses Taught: 6 South Asia Courses Taught: Language and Religion	
Number of Publications 2013-Present: 7 Recent Publications: <i>Scale: Discourse and Dimensions of Social Life</i> , University of California Press, 2016. <i>"Poetics and Performativity," Cambridge Handbook of Linguistic Anthropology</i> , 2014.	
Distinctions: Clifford Geertz Prize, 2013	

Donald Lopez Department Chair, Asian Languages and Cultures Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies, Tenured College of Literature, Science, and the Arts	Ph.D., University of Virginia, 1982 M.A., University of Virginia, 1977 B.A., University of Virginia, 1974
Percentage of Instructional Content Area Expertise: 75% Overseas Research Experience: India, Tibet, China Professional Experience: Professor, University of Michigan, 1989-present; Instructor/Assistant/Associate/Full Professor, Middlebury College, 1980-1989; Instructor, University of Virginia, 1979-1980	
Research/Teaching Specializations: Indian Buddhist scholastic philosophy; European encounter with Buddhism	Dissertations/Theses Supervised in Past 5 Years: 7 Language Proficiency: Tibetan = 4; Sanskrit = 3
Number of Area Studies, International Studies, and Language Courses Taught: 7 South Asia Courses Taught: Introduction to Buddhism; Introduction to Tibetan Buddhism; Buddhist Tantra; The Life of the Buddha; The Mahasiddhas; The Abhidharmakosa	
Number of Publications 2013-Present: 20 Recent Publications: <i>The Lotus Sutra: A Biography</i> , Princeton University Press, 2016. “When Vehicles Collide: A Tibetan in Sri Lanka, 1941,” <i>Himalayan Passages: Tibetan and Newar Studies in Honor of Hubert Decleer</i> , 2014. <i>The Princeton Dictionary of Buddhism</i> , Princeton University Press, 2013. “Gendun Chopel’s Critique of Colonialism,” <i>Sources of Tibetan Tradition</i> , 2013. “Gendun Chopel’s Departure for India,” <i>Sources of Tibetan Tradition</i> , 2013.	
Distinctions: ACLS Collaborative Research Fellowship, 2009; John H. D’Arms Faculty Award, U-M, 2007; Getty Research Institute Visiting Scholar, 2007; John Simon Guggenheim Memorial Fellowship, 2006; Arthur E. Link Distinguished University Professorship, 2005; Lumbini International Research Institute Fellowship, 2003; Helmut Stern Fellowship, U-M, 2003; American Academy of Arts and Sciences, 2000; Leverhulme Research Professor, 1997; National Humanities Center Fellowship, 1996-1997; Julia Lockwood Award, 1995; Faculty Recognition Award, 1994; National Endowment for the Humanities Fellowship, 1986-1987	

Jane Lynch Lecturer I, Non-tenure-track, Residential College College of Literature, Science, and the Arts	Ph.D., University of Michigan, 2016 M.A., University of Michigan, 2010 M.A., University of Chicago, 2007 B.A., Columbia University, 2001
Percentage of Instructional Content Area Expertise: 90% Overseas Research Experience: India, Nepal, Italy Professional Experience: Research Scholar/Lecturer, University of Michigan, 2017-2018; Visiting Scholar, American Academy in Rome, 2016-2017; Research Fellow, Delhi University, 2010-2012	
Research/Teaching Specializations: Political economy; Material culture; Textiles	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 4; Urdu = 3; Nepali = 2
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Globalization and Global India; Goods and Goodness; Man-Made: How People Make Things and Things Make People	
Number of Publications 2013-Present: 4 Recent Publications: “Keeping ‘Idle Hands’ Busy: Ethical Subjects in the History of India’s Craft Industries,” in progress.	
Distinctions: Engaged Anthropology Grant, Wenner Gren Foundation, 2016-2017; Mellon Postdoctoral Fellowship (declined), 2016-2017; Rackham Dissertation Fellowship, U-M, 2016; Marshall Weinberg Dissertation Fellowship, U-M, 2015; Titiev Library Fellowship, U-M, 2013-2014; Outstanding Student Instructor Award, U-M, 2013; Student and New Professional Award, Textile Society of America, 2012; Rackham Graduate Student Research Grant, U-M, 2012; Wenner-Gren Dissertation Fieldwork Grant, 2010-2012.	

Ramaswami Mahalingam Professor, Tenured, Psychology College of Literature, Science, and the Arts	Ph.D., University of Pittsburgh, 1998 M.Ed., University of Pittsburgh, 1994 B.E., Annamalai University, 1982
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 2001-present; Postdoctoral Fellow, University of Michigan, 1998-2001	
Research/Teaching Specializations: Social psychology; Mindfulness; Invisibility; Personality and Social Contexts; Mobile Phones and the Self; Dignity in the workplace	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Tamil = 5
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 7 Recent Publications: Decasticizing the Indian Mind and Corporate Irresponsibility: Dignity and Dirty Work at the Intersections of Caste, Class, and Disaster Management,” in progress. “Good Asian Moms: Engendering the Model Minority Myth among Indian Immigrant Working Women,” <i>Gendered Journeys: Women, Migration, and Feminist Psychology Lens</i> , 2015.	
Distinctions: John Dewey Award, U-M, 2017; Senior Fellow, Michigan Society of Fellows, 2017-present; Best Paper on Diversity Award, U-M, 2014; Finalist, Provost Teaching Innovation Prize, U-M, 2012; Fellow, American Psychological Association, 2011; Excellence in Education Award, U-M, 2011; Florence L. Denmark and Mary E. Reuder Award, American Psychological Association, 2010.	

Arvind-Pal Mandair Associate Professor, Tenured, Asian Languages and Cultures College of Literature, Science, and the Arts	Ph.D., University of Warwick, 1999 M.A., University of Warwick, 1994 Ph.D., Aston University, 1989 B.Sc., Aston University, 1985
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India Professional Experience: Associate Professor, University of Michigan	
Research/Teaching Specializations: Asian Religions; Sikhism; Philosophy	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Hindi = 5; Punjabi = 5
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Introduction to the Study of Asian Religions; Warrior Saints: Introduction to Sikh Religion, Culture, and Ethnicity; Philosophy of the Sikh Gurus; Religion and Violence in the Secular World; Theorizing Postcoloniality; Ethics: Asian and Western	
Number of Publications 2013-Present: 3 Recent Publications: “Transition and Religion,” <i>Theory/Religion/Critique: Classic and Contemporary Approaches</i> , Columbia University Press, 2017. “Hegel,” <i>Theory/Religion/Critique: Classic and Contemporary Approaches</i> , Columbia University Press, 2017. <i>Sikhism: A Guide for the Perplexed</i> , Continuum-Bloomsbury Press, 2013. <i>Secularism and Religion-Making</i> , Oxford University Press, 2011. <i>Religion and the Specter of the West: Sikhism, India, Postcoloniality, and the Politics of Translation</i> , Columbia University Press, 2009	
Distinctions: Faculty Fellowship, Institute for the Humanities, U-M, 2010; Hofstra University Cultural Center Major Conference Grant Recipient, 2007	

Jeffrey Martin Librarian, Non-tenure-track	M.L.S., Syracuse University, 1990 A.B.D., Syracuse University, 1981 B.S., Duke University, 1974
Percentage of Instructional Content Area Expertise: 90% Overseas Research Experience: India, Germany Professional Experience: Special Collections Librarian, Southern Illinois University, 1992-1996; Librarian, University of Arizona, 1990-1991; Cataloger, Syracuse University, 1983-1990	
Research/Teaching Specializations: South Asian acquisitions and cataloging	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 1; Oriya = 2; Tamil = 1; German = 2; Russian = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: N/A Recent Publications: N/A	
Distinctions: N/A	

Zoe McLaren Assistant Professor, Tenure-track, School of Public Health	Ph.D., University of Michigan, 2010 B.A., Dartmouth College, 2000
Percentage of Instructional Content Area Expertise: 15% Overseas Research Experience: South Africa Professional Experience: Assistant Professor, University of Michigan, 2010-present	
Research/Teaching Specializations: Global health	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: French = 5; Spanish = 4
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Health Policy Challenges in Developing Countries	
Number of Publications 2013-Present: 26 Recent Publications: “Cost Effectiveness of Medical Devices to Diagnose Pre-Eclampsia in Low-Resource Settings,” <i>Development Engineering</i> , 2017.	
Distinctions: Hewlett Foundation and Population Reference Bureau Grant, 2012; Faculty Pilot Research Award, U-M, 2012; Center for Global Health Grant, 2012; Rackham Spring and Summer Research Grant, U-M, 2012; Institute for Women and Gender Faculty Seed Grant, U-M, 2012; McNerney Award, U-M, 2011; National Poverty Center Grant, 2011; Hewlett and IIE Dissertation Fellowship, 2009-2011; Doctoral Research Award, 2009	

Christi Merrill Associate Professor, Tenured, Asian Languages and Cultures College of Literature, Science, and the Arts	Ph.D., University of Iowa, 1999 M.F.A., University of Iowa, 1999 M.F.A., University of Iowa, 1993 Diploma, Banaras Hindu University, 1988 B.A., University of Michigan, 1987
Percentage of Instructional Content Area Expertise: 90% Overseas Research Experience: India, Germany Professional Experience: Assistant/Associate Professor, University of Michigan, 2001-present; Assistant Professor, University of Virginia, 2000-2001; Visiting Lecturer, University of Virginia, 1990-2000	
Research/Teaching Specializations: South Asian literature; Postcolonial Translation Studies; Narrative humor; Travel writing; Urdu literary history	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Rajasthani = 5; Hindi = 5; Urdu = 4; Sanskrit = 2; French = 4
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Writing against Discrimination in India; India as Imaginary Homeland	
Number of Publications 2013-Present: 9 Recent Publications: <i>Translating Consciousness: Dalit Writing in Hindi</i> , in progress. <i>Genres of Real Life: Mediating Stories of Injustice across Languages</i> , in progress. Dalit Consciousness and Translating Consciousness: Narrating Trauma as Cultural Translation,” <i>Translation: A Transdisciplinary Journal</i> , 2017. “Crafting a Feminist Dalit Consciousness in Translation,” <i>World Literature Today</i> , 2014. “Genre and Genus as Minority Discourse: Rethinking the Categories of Dalit Literature,” <i>Discoursing Minority: In-Text and Co-Text</i> , 2014. “Post-Colonial Issues: Translating Testimony, Arbitrating Justice,” <i>The Companion to Translation Studies</i> , 2014.	
Distinctions: New Initiatives/New Infrastructures Grant, U-M, 2016-2017; Michigan Humanities Award, U-M, 2016; Digital Education and Innovation Venture Funding, 2015-2016; MCubed Funding, U-M, 2013-2014; National Endowment for the Humanities Grant, 2013-2014; Human Rights Fellowship, U-M, 2011-2012; LSA Dean’s Discretionary Fund and Strategic Funding Support, U-M, 2006; Institute for the Humanities Fellowship, 2006-2007; Society for the Humanities Fellowship, Cornell University, 2004-2005; American Institute of Indian Studies Language Program Fellowship, 1994-1995	

Shelie Miller Director, Program in the Environment Jonathan W. Bulkley Collegiate Professor in Sustainable Systems, Tenured, School for Environment and Sustainability	Ph.D., University of Illinois, 2006 M.E., Clarkson University, 2001 B.S., Denison University, 2000
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India, Thailand Professional Experience: Jefferson Science Fellow, National Academies of Sciences, Engineering and Medicine; Assistant/Associate Professor, University of Michigan, 2010-present; Assistant Professor, Clemson University, 2006-2010; Doctoral Resident, Alco Inc., 2001-2006	
Research/Teaching Specializations: Life cycle assessment; Environmental modelling; Energy; Bioenergy; Refrigeration	Dissertations/Theses Supervised in Past 5 Years: 6 Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 22 Recent Publications: “Improving Rural Electricity System Planning: An Agent-Based Model for Stakeholder Engagement and Decision Making,” <i>Energy Policy</i> , 2017.	
Distinctions: Jefferson Science Fellow, National Academies of Sciences, 2016-2017; Kavli Frontiers Fellow, National Academy of Sciences, 2013; Presidential Early Career Award for Scientists and Engineers, 2009; National Science Foundation IGERT Fellow, 2001-2015	

Brian Min Director of Undergraduate Studies Associate Professor, Tenured, Political Science College of Literature, Science, and the Arts Research Associate Professor, Institute for Social Research	Ph.D., University of California, Los Angeles, 2010 M.P.P., Harvard University, 2001 B.A., Cornell University, 1997
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India Professional Experience: Assistant Professor, University of Michigan, 2010-2016; Faculty Associate, Center for Political Studies, Institute for Social Research, University of Michigan, 2010-2016	
Research/Teaching Specializations: Political economy; Energy politics; Public goods provision	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Politics and Economics of Development; Political Economy of Development; Distributive Politics and Public Goods	
Number of Publications 2013-Present: 11 Recent Publications: "Election Cycles and Electricity Provision from a Quasi-Experiment with Indian Special Elections," <i>Journal of Public Economics</i> , 2015. <i>Power and the Vote: Elections and Electricity in the Developing World</i> , Cambridge University Press, 2015. "Electoral Cycles in Electricity Losses in India," <i>Energy Policy</i> , 2014.	
Distinctions: Honorary Fellow, Centre for the Study of Society and Politics, 2015-present; Gabriel A. Almond Award, American Political Science Association, 2011; Swarr Prize, UCLA Political Science, 2009; Best Article in Political Sociology, American Sociological Association, 2007; Best Article in Comparative Historical Sociology, American Sociological Association, 2007	

Ritesh Mistry Assistant Professor, Tenure-track, School of Public Health	Ph.D., University of California, Los Angeles, 2004 M.P.H., University of California, Los Angeles, 1997 B.S., University of California, Riverside, 1993
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India Professional Experience: Adjunct Assistant Professor, University of California, Los Angeles, 2010-2012; Post-Doctoral Fellowship, University of California, Los Angeles, 2008-2010	
Research/Teaching Specializations: Cancer prevention; Youth and tobacco use by pregnant women	Dissertations/Theses Supervised in Past 5 Years: 6 Language Proficiency: Hindi = 3
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 8 Recent Publications: "Longitudinal Study of Adolescent Tobacco Use and Tobacco Control Policies in India," in progress. "Contextual Factors Related to Conventional and Traditional Tobacco Use among California Asian Indian Immigrants," <i>Journal of Community Health</i> , 2018. "Antenatal Tobacco Use and Secondhand Smoke Exposure in the Home in India," <i>Nicotine & Tobacco Research</i> , 2017. "Compliance with Point-of-Sale Tobacco Control Policies in School-Adjacent Neighborhoods in Mumbai, India," <i>American Journal of Health Promotion</i> , 2016.	
Distinctions: Fulbright Senior Scholar Award, 2010-2011; Young Investigator Award, American Society of Preventive Oncology, 2007.	

Srimoyee Mitra Director, Non-tenure-track, Stamps Gallery		M.A., York University, 2008 B.A., York University, 2004
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India, Canada Professional Experience: Curator of Contemporary Art, Art Gallery of Windsor		
Research/Teaching Specializations: Exhibition-making and participation; Migration; Globalization; Decolonial aesthetics		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Bengali = 5; Hindi = 4
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: N/A Recent Publications: Exhibitions: <i>Border Cultures</i> , 2013-2015. <i>We Won't Compete</i> , 2014. <i>Wafaa Bilal: 168: 01</i> , 2016. <i>Border Cultures</i> , Art Gallery of Windsor and Black Dog Publishing, 2015.		
Distinctions: "Exhibition of the Year," Ontario Association of Art Galleries		

Bhramar Mukherjee Associate Director for Population Sciences, Comprehensive Cancer Center Co-Director Global Statistics Core, Office of Global Public Health Associate Chair of Biostatistics John D. Kalbfleisch Collegiate Professor of Biostatistics, Tenured, School of Public Health		Ph.D., Purdue University, 2001 M.S., Purdue University, 1999 M. Stat., Indian Statistical Institute, 1996 B.S., Presidency College, Calcutta, 1994
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India, Spain, New Zealand Professional Experience: Associate Director, Cancer Biostatistics Training Grant, University of Michigan, 2013- 2015; Associate Professor, Department of Biostatistics, 2009-2013; John G. Searle Assistant Professor, Department of Biostatistics, 2006-2009; Assistant Professor, Department of Statistics, University of Florida, 2002-2006		
Research/Teaching Specializations: Bayesian methods in epidemiology; Gene-environment interaction; Modeling missingness in exposure; Categorical data models; Bayesian nonparametrics; Statistical inference under outcome/exposure dependent sampling schemes		Dissertations/Theses Supervised in Past 5 Years: 10 Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 100 Recent Publications: Acculturation Strategies and Symptoms of Depression: The Mediators of Atherosclerosis in South Asians Living in America (MASALA) Study," <i>J Immigr Minor Health</i> 2017.		
Distinctions: Elected Fellow, American Association for the Advancement of Science, 2017; Elected Senior Fellow, Michigan Society of Fellows, 2016; Gertrude Cox Award, Washington Statistical Society, 2016; Gilbert Whitaker Grant for Improvement of Teaching, U-M, 2015; John D. Kalbfleisch Collegiate Professorship, 2015; Faculty Recognition Award for Outstanding Contribution by a Mid-Career Faculty, 2015; Selected for Michigan Road Scholars Program for State Outreach, 2015; Outstanding Young Researcher Award, International Indian Statistical Association, 2014; Gilbert Whitaker Stage I Grant for Improvement of Teaching, Center for Research, Learning and Teaching, 2013		

Supriya Nair Professor, Tenured, English Language and Literature College of Literature, Science, and the Arts	Ph.D., University of Texas, Austin, 1992 M.A., Baylor University, 1987
Percentage of Instructional Content Area Expertise: 35% Overseas Research Experience: India Professional Experience: Assistant/Associate/Full Professor, Tulane University, 1992-2016	
Research/Teaching Specializations: Indo-Caribbean literature; Indian literature; Postcolonial South Asian literature	Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Malayalam = 5; Telugu = 2; Hindi = 2
Number of Area Studies, International Studies, and Language Courses Taught: South Asia Courses Taught: Magical Realism; Postcolonial Theory	
Number of Publications 2013-Present: 8 Recent Publications: “The Novel and Decolonization in the Caribbean,” <i>The Oxford History of the Novel in English</i> , 2016. <i>Pathologies of Paradise: Caribbean Detours</i> , University of Virginia Press, 2013.	
Distinctions: Chair, MLA CLCS Caribbean Forum, 2016; Nominee, Outstanding Faculty Award, Latin American Graduate Organization, 2014; Monroe Fellowship, Tulane University, 2012-2013; Simon Rodriguez Award, Stone Center for Latin American and Caribbean Studies, 2009; Tulane Research Enhancement Grant, 2007; Newcomb Fellows Foundation Grant, Tulane University, 2007	

Savithry Namboodiripad Postdoctoral Fellow, Linguistics Assistant Professor (starting Fall 2019), Tenure-track, Linguistics College of Literature, Science, and the Arts	Ph.D., University of California, San Diego, 2017 M.A., University of Chicago, 2010 B.A., University of Chicago, 2010
Percentage of Instructional Content Area Expertise: 60% Overseas Research Experience: India Professional Experience: Assistant Professor, University of Michigan, 2019;	
Research/Teaching Specializations: English language practices; English in Kerala; Effects of English on Malayalam grammar; Language ideologies of Malayalam in Kerala; Malayalam speakers in the U.S.	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 5 Recent Publications: “Emergent Morphology in Child Homesign: Evidence from Number Language,” in progress. “English-Dominant Korean-Speakers Show Reduced Flexibility in Constituent Order,” <i>Proceedings of the 53rd Annual Meeting of the Chicago Linguistics Society</i> , in press. “Measuring Conventionalization in the Manual Modality,” <i>Journal of Language Evolution</i> , 2016. “Illustrations of the IPA: Malayalam (Namboodiri Dialect),” <i>Journal of International Phonetic Association</i> , 2016. “The Resilience of Structure Built around the Predicate: Homesign Gesture Systems in Turkish and American Deaf Children,” <i>Journal of Cognition and Development</i> , 2014.	
Distinctions: International Top-Up Grant, Center for South Asian Studies, U-M, 2017; Domestic Top-Up Grant, Center for South Asian Studies, U-M, 2017; TA Excellence Award, University of California-San Diego, 2016	

M.P. Narayanan Robert Morrison Hoffer Professor of Business Administration, Tenured, Ross School of Business	Ph.D., Northwestern University, 1983 M.Eng., Indian Institute of Science, 1971 B.Eng., University of Madras, 1969
Percentage of Instructional Content Area Expertise: 20% Overseas Research Experience: India, China, Hong Kong, Singapore Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1986-present	
Research/Teaching Specializations: Corporate governance; Capital structure; Divestitures; Contract theory; Investments; Managerial incentives	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Tamil = 5; Malayalam = 5; Hindi = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 4 Recent Publications: “Should Pension Funds Have Independent Fiduciaries,” in progress. “Do Managers Influence Their Pay? Evidence from Stock Price Reversals around Executive Option Grants,” in progress. “Industry Structure and Value-Motivated Conglomeration,” in progress. “A Safe Landing? Golden Parachutes and Corporate Behavior,” in progress. “How to Organize Retirement Plans,” <i>NYU Journals of Law and Business</i> , 2017. “Gender Differences in Executives’ Access to Information,” <i>Journal of Financial and Quantitative Analysis</i> , 2017.	
Distinctions: Best Teacher Award, U-M, 2017; Victor Bernard Teaching Leadership, U-M, 2005	

Douglas Northrop Professor, Tenured, History and Near Eastern Studies College of Literature, Science, and the Arts Senior Fellow, Michigan Society of Fellows	Ph.D., Stanford University, 1999 M.A., Cambridge University, 1995 M.A., Stanford University, 1993 B.A., Cambridge University, 1991 B.A., Williams College, 1989
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: Afghanistan; Uzbekistan; Russia; United Kingdom; Canada Professional Experience: Associate Chair, Department of History, University of Michigan, 2014-2016; Director, Center for Russian, East European, and Eurasian Studies, 2008-2011; Associate Director, Center for Middle Eastern and North African Studies, 2006-2008; Senior Research Fellow, Center for International Trade and Security, University of Georgia, 2004-2011; Assistant Professor of Modern European History, Pitzer College, 1998-1999	
Research/Teaching Specializations: Central Asia; Middle East; Environmental History; Gender Studies and Sexuality; Science, Technology and Medicine	Dissertations/Theses Supervised in Past 5 Years: 4 Language Proficiency: Russian = 4; Uzbek = 4; Turkish = 2; German = 2; Uyghur = 2; French = 1
Number of Area Studies, International Studies, and Language Courses Taught: 14 South Asia Courses Taught: Understanding Afghanistan	
Number of Publications 2013-Present: 6 Recent Publications: <i>Zoom: A History of Everything</i> , Oxford University Press, under contract. <i>An Imperial World: Empires and Colonies Since 1750</i> , Pearson, 2013.	
Distinctions: Helmut Stern Fellowship, U-M, 2016-2017; Associate Professor Support Fund, U-M, 2011-2013; International Scholar, Central Asia Research and Training Initiative, Open Society Institute, 2009-2012; Eisenberg Institute for Historical Studies Faculty Fellowship, U-M, 2008-2009; OVPR Faculty Research Grant, U-M, 2006; Charles A. Ryskamp Research Fellowship, American Council of Learned Societies, 2003-2006; National Endowment for the Humanities Fellowship, 2003-2004; U.S. State Department Freedom Partnership Grant, 2003-2006; European Union Center of California Faculty Research Award, 1999-2000	

Jerome Nriagu Professor Emeritus, School of Public Health Research Professor Emeritus, Center for Human Growth & Development	D.Sc., University of Ibadan, 1987 Ph.D., University of Toronto, 1970 M.S., University of Wisconsin, Madison, 1967 B.Sc., University of Ibadan, 1965
Percentage of Instructional Content Area Expertise: 50% Overseas Research Experience: India, Nigeria, South Africa, Jamaica, Brazil, Argentina Professional Experience: Director, Environmental Quality & Health Program, University of Michigan, 2010-2013; Visiting Professor, Hung Kuang University, 2010; Director, Environmental Health Sciences Program, University of Michigan, 1993-2013; Adjunct Professor, Department of Biology, University of Waterloo, 2000-2005; Faculty Associate, Afro-American and African Studies, University of Michigan, 1996-present	
Research/Teaching Specializations: Metals; Environmental justice; Environmental health	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Igbo = 5
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 16 Recent Publications: “Assessment of Toxic Metals in Groundwater and Saliva in an Arsenic Affected Area of West Bengal, India: A Pilot Scale Study,” 2015.	
Distinctions: Honorary Doctor of Science Degree, University of Alberta, 2016; Patron, Nigerian Academy of Environmental Health, 2013-present; Distinguished Alumni Award, University of Ibadan, 2013; Lifetime Achievement Award, International Conferences on Heavy Metals in the Environment, 2012; Alexander von Humboldt Distinguished Research Award, 2009; Distinguished Service Award, International Union of Geosciences, 2005; Outstanding Research Award, School of Public Health, U-M, 2004.	

Joyojeet Pal Associate Professor, Tenured, School of Information	Ph.D., University of California, Berkeley, 2008 M.S., University of California, Berkeley, 2004 M.A., University of California, Berkeley, 2002 B.Com., University of Mumbai, 1996
Percentage of Instructional Content Area Expertise: 75% Overseas Research Experience: India, Japan Professional Experience: Visiting Assistant Professor, New York University, 2010-2010; Professional Research Associate, University of Colorado-Boulder, 2009-2010	
Research/Teaching Specializations: Accessibility of technology; Social media and politics in India; Technology and development	Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Hindi = 5; Urdu = 4; Bengali = 5; Spanish = 2; French = 2
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Technology and Accessibility; Global Information Engagement	
Number of Publications 2013-Present: 6 Recent Publications: “Changing Data Practices for Community Health Workers: Introducing Digital Data Collection in West Bengal, India,” <i>ICTD 2017</i> , 2017. “The Fallacy of Good: Marginalized Populations as Design Motivation,” <i>ACM Interactions</i> , 2017. “The Accessibility Infrastructure and the Global South,” <i>Disability, Human Rights, and Information Technology</i> , 2017. “Political Social Media in the Global South,” <i>Social Media: The Good, the Bad, and the Ugly</i> , 2016.	
Distinctions: Official Selection for “For the Love of a Man,” Asian American Studies Expo, 2018; Official Selection for “For the Love of a Man,” London Indian Film Festival, 2016; Official Section for “For the Love of a Man,” New York Indian Film Festival, 2016; Nominee, Venice Classics Best Documentary at the Venice Film Festival, 2015; Joan Durrance Community Engagement Award, U-M, 2014; Council for Disability Concerns Certificate of Appreciation, U-M, 2014; Computing Innovation Fellowship, 2009-2010	

Shobita Parthasarathy Director, Science, Technology, and Public Policy Program Associate Professor, Tenured, Gerald R. Ford School of Public Policy		Ph.D., Cornell University, 2003 M.A., Cornell University, 1999 B.A., University of Chicago, 1994
Percentage of Instructional Content Area Expertise: 75% Overseas Research Experience: India, United Kingdom Professional Experience: Assistant Professor, University of Michigan, 2005-2011; Postdoctoral Fellow, University of California, Los Angeles, 2004-2005; Postdoctoral Fellow, Northwestern University, 2002-2004		
Research/Teaching Specializations: Comparative politics of science and technology; Politics of technology for the poor in India		Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Tamil = 4; Spanish = 3; German = 2
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 7 Recent Publications: “Grassroots Innovation Systems for a Post-Carbon World: Promoting Economic Democracy, Environmental Sustainability, and the Public Interest,” <i>Brooklyn Law Review</i> , 2017. “Fostering Grassroots Innovation: Lessons India Can Teach Michigan,” <i>The Next Idea</i> , 2016. “Obama Administration’s Big Science and Tech Innovation: Social Engaged Policy,” <i>The Conversation</i> , 2016.		
Distinctions: Public Policy Fellowship, Woodrow Wilson International Center for Scholars, 2007-2008; Fellowship, American Council of Learned Societies, 2007-2008; Fellowship, Max Planck Institute of Innovation and Competition, 2007-2008; Next Generation Leader in Science and Technology Policy, Center for Science and Policy Outcomes, 2002		

Laura Powers Research/Clinical Assistant Professor, Non-tenure-track, School of Public Health		M.P.H., University of Michigan, 2015 MD., Wayne State University, 2002 B.A., Albion College, 1998
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: N/A Professional Experience: Clinical Assistant Professor, Wayne State University, 2009-2016		
Research/Teaching Specializations: Vaccine preventable diseases in India, Bangladesh, and Afghanistan; Infection prevention; Antimicrobial resistance; Preventive medicine and public health		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 7 Recent Publications: “Trends of Vaccine-Preventable Diseases in Afghanistan from the Disease Early Warning System, 2009-2015,” <i>PLOS ONE</i> , 2017. “Predictors of Clostridium Difficile Infection-Related Mortality among Older Adults,” <i>American Journal of Infection Control</i> , 2016.		
Distinctions: Dean’s Scholarship, U-M, 2014-2015; Quality Expo Competition Award, 2012; Focus on People Award, 2010; Chief Medical Residents’ Professionalism Award, 2005; Intern of the Month, Detroit Receiving Hospital, 2003		

Aswin Punathambekar Associate Professor, Tenured, Communication Studies College of Literature, Science, and the Arts	Ph.D., University of Wisconsin, Madison, 2007 M.S., Massachusetts Institute of Technology, 2003 M.A., University of Georgia, 2001 B.E., University of Allahabad, 1999
Percentage of Instructional Content Area Expertise: 100% Overseas Research Experience: India Professional Experience: Assistant/Associate Professor, University of Michigan, 2007-present	
Research/Teaching Specializations: Media and communication studies	Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Hindi = 5; Tamil = 4
Number of Area Studies, International Studies, and Language Courses Taught: 7 South Asia Courses Taught: Bollywood and Beyond: Indian Media in the World; Introduction to Indian Cinema	
Number of Publications 2013-Present: 13 Recent Publications: “The Digital Popular: Media, Culture, and Politics in India,” in progress. “Localizing YouTube: Language, Cultural Regions, and Digital Platforms,” in progress. <i>The Indian Television Industry</i> , in progress. “A Sound Bridge: Listening for the Political in a Digital Age,” <i>International Journal of Communication</i> , 2017. “Programming Bollywood: Media and the South Asian-American Diaspora, 1965-2015,” <i>The Routledge Handbook of the Indian Diaspora</i> , 2017. “Becoming Bollywood: Industrial Identity in an Era of Reform,” <i>The Indian Media Economy</i> , 2017. “The Time of Television: Broadcasting Daily Life, and the New Indian Middle Class,” <i>Communication, Culture and Critique</i> , 2016. “Satire, Elections, and Democratic Politics in Digital India,” <i>Television and New Media</i> , 2015. “Race and Ethnicity in Post-Network American Television: From <i>MTV-Desi</i> to <i>Outsourced</i> ,” <i>Television and New Media</i> , 2015.	
Distinctions: Enterprise Grant, U-M, 2016-2019; Social Science Research Council Inter-Asia Program Grant, 2016; Outstanding Young Scholar Award, International Communication Association, 2014-2015; Marsh Fellowship, U-M, 2013-2016; Social Science Research Council Grant, 2013-2018; Best Essay, Society for Cinema and Media Studies, 2012; McCarty Pre-Dissertation Research Award, University of Wisconsin-Madison, 2004; National Science Foundation Grant, 2002	

Krishnan Raghavendran Director, Center for Global Surgery Professor, Tenured, Michigan Medicine	M.D., Jawaharlal Institute of Postgraduate Medical Education and Research, 1985 B.S., Delhi University, 1980
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India Professional Experience: Assistant/Associate Professor, State University of New York, Buffalo, 2000-2014; Assistant Professor, University of Texas, San Antonio, 1996-1999	
Research/Teaching Specializations: Cytokine and acute inflammatory response in lung contusion; Pathogenesis of hypoxia and role of HIF-1 in lung contusion; Surfactant dysfunction and replacement therapy in lung contusion	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Tamil = 3; Punjabi = 1
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 39 Recent Publications: “The Role of Academic Institutions in Global Health: Building Partnerships with Low-Middle Income Countries,” <i>Journal of the American Medical Association Surgery</i> , 2016.	
Distinctions: Best Oral Presentation, Moses-Gunn Conference, 2011; Scientific Award, SCCM, 2010; Travelling Fellowship, American Society of Clinical Investigation, 2007; Buswell Fellowship, University of Buffalo, 2004; C.P. Chandra Award for Outstanding Teaching, SUNY Department of Surgery, 2003-2002	

Venkatram Ramaswamy Professor, Tenured, Ross School of Business Michael & Mary Hallman Fellow of Electronic Business		Ph.D., The Wharton School, University of Pennsylvania, 1989 B. Tech., Indian Institute of Technology, 1984
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India Professional Experience: Associate Professor of Marketing, 1996-2000; Assistant Professor of Marketing and NBD Bancorp. Assistant Professor of Business Administration, 1995-1996; Assistant Professor of Marketing, University of Texas, Austin, 1988-1990		
Research/Teaching Specializations: Strategy; Marketing; Branding; IT; Operations		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Tamil = 4
Number of Area Studies, International Studies, and Language Courses Taught: 34 South Asia Courses Taught: Co-Creation of Value		
Number of Publications 2013-Present: Recent Publications: “The Idea of Societal Platforms,” <i>Stanford Social Innovation Review</i> , forthcoming. “What is Co-Creation? An Interactional Creation Framework and its Implications for Value Creation,” <i>Journal of Business Research</i> , 2018. <i>The Co-Creation Paradigm</i> , Stanford University Press, 2014.		
Distinctions: Emerald Literati Award, 2009; MIT-PricewaterhouseCoopers Award, 2003		

Lutgarde Raskin Altarum/ERIM Russell O’Neal Professor of Engineering, Tenured, College of Engineering		Ph.D., University of Illinois, Urbana-Champaign, 1993 B.S./M.S., Katholieke Universiteit, 1987 B.S./M.S., University of Leuven, 1986
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: Bangladesh, China, Singapore, Belgium Professional Experience: Assistant/Associate/Full Professor, University of Illinois, Urbana-Champaign, 1993-2005		
Research/Teaching Specializations: Water quality in rural communities		Dissertations/Theses Supervised in Past 5 Years: 5 Language Proficiency: Dutch = 5; French = 3; German = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 56 Recent Publications: “Considerations for Reducing Food System Energy Demand while Scaling Up Urban Agriculture,” <i>Environmental Research Letters</i> , 2017. “The Effect of Interactions between a Bacterial Strain Isolated from Drinking Water and a Pathogen Surrogate on Biofilms Formation Diverged under Static Vs. Flow Conditions,” <i>Journal of Applied Microbiology</i> , 2017. “A Stability Assessment Tool for Anaerobic Codigestion,” <i>Water Research</i> , 2017. “The Drinking Water Exposome,” <i>Environmental Science: Water Research & Technology</i> , 2016.		
Distinctions: Rackham Distinguished Graduate Mentor Award, 2017; Jack A. Borchardt Award, American Water Works Association-Michigan Section, 2017; BioCluster Grand Prize Award, International Society for Microbial Ecology and International Water Association, 2016; Dow Distinguished faculty Fellow, U-M, 2014; Monroe-Brown Foundation Research Excellence Award, U-M, 2013; Elected Fellow, American Academy of Microbiology, 2009; Frontier Award, American Society of Civil Engineering and Science Professors, 2006; Flemish Science Foundation Fellowship, 2002-2003; Paul L. Busch Award, Water Environment Research Foundation Endowment, 2002; Research Initiation Award, National Science Foundation, 1994		

Steven Ratner Bruno Simma Collegiate Professor of Law, Tenured, Michigan Law	J.D., Yale University, 1986 M.A., Institut Universitaire de Hautes Etudes Internationales, 1983 B.A., Princeton University, 1982
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: Switzerland, Australia, Japan, Qatar Professional Experience: Assistant/Full Professor, University of Texas, 1993-2004; Adjunct Professor, Yeshiva University, 1992-1993	
Research/Teaching Specializations: International Law; International human rights; Ethnic and territorial conflict	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: French = 4; Spanish = 2
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Human Rights; Transnational Law; International Law Fundamentals	
Number of Publications 2013-Present: 11 Recent Publications: “International Law,” <i>The Oxford Handbook of Global Justice</i> , 2018. “War/Crimes and the Limits of the Doctrine of Sources,” <i>The Oxford Handbook of the Sources of International Law</i> , 2017. “Compensation for Expropriations in a World of Investment Treaties: Beyond the Lawful/Unlawful Distinctions,” <i>American Journal of International Law</i> , 2017. “Complicity and Compromise in the Law of Nations,” <i>Criminal Law and Philosophy</i> , 2016. <i>The Thin Justice of International Law: A Moral Reckoning of the Law of Nations</i> , Oxford University Press, 2015.	
Distinctions: Bruno Simma Collegiate Professorship; Fulbright Senior Fellow	

Stephen Rush Professor, Tenured, School of Music, Theatre & Dance	D.M.A., University of Rochester, 1985 M.M., University of Rochester, 1983 B.A., Michigan State University, 1981
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Nicaragua, Costa Rica Professional Experience: Assistant Professor, Oklahoma State University, 1985-1987; Assistant Professor, William Carey College, 1984-1985	
Research/Teaching Specializations: Indian Music and Dance	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Kannada = 2
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Carnatic Singing; Creative Process	
Number of Publications 2013-Present: N/A Recent Publications: N/A	
Distinctions: Teacher’s Innovation Prize, 2017; International Institute Experiential Learning Fund, 2011-2015; Multi-Disciplinary Learning Grant, U-M, 2009-2011	

Narayan Sastry Research Professor, Tenured, Institute for Social Research	Ph.D., Princeton University, 1995 M.A., University of Pennsylvania, 1988 B.S., University of Kansas, 1986
Percentage of Instructional Content Area Expertise: 15% Overseas Research Experience: India Professional Experience: Research Associate/Full Professor, University of Michigan, 2006-present; Visiting Lecturer, University of California, Los Angeles, 1996-2005	
Research/Teaching Specializations: Demography; Survey research	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 11 Recent Publications: “Sequential Neighborhood Effects: The Effect of Long-Term Exposure to Concentrated Disadvantage on Children’s Reading and Math Test Scores,” <i>Demography</i> , 2018. “Effectiveness of a Time-Limited Incentive on Participation by Hard-to-Reach Respondents in a Panel Study,” <i>Field Methods</i> , 2018. “Using the Panel Study of Income Dynamics to Conduct Life Course Analysis,” <i>Life Course Health Development Science</i> , 2018.	
Distinctions: Graduate Prize, University of Pennsylvania, 1998; Dorothy S. Thomas Award, Population Association of American, 1995; National Institutes of Health Traineeship in Demography, 1990-1994	

Mrinalini Sinha Alice Freeman Palmer Professor of History, Tenured, History College of Literature, Science, and the Arts Senior Fellow, Michigan Society of Fellows	Ph.D., State University of New York, 1988 M.A., State University of New York, 1983 M.A., Jawaharlal Nehru University, 1982 B.A., Delhi University, 1980
Percentage of Instructional Content Area Expertise: 90% Overseas Research Experience: India Professional Experience: Associate/Full Professor, Pennsylvania State University 2000-2010; Associate Professor, Southern Illinois University, 1996-2000; Assistant/Associate Professor, Boston College, 1991-1996; Rockefeller Postdoctoral Fellowship, University of Minnesota, 1990-1991; Visiting Instructor, Albion College, 1988-1989	
Research/Teaching Specializations: Modern India	Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Hindi = 5; Bengali = 5; Bhojpuri = 3
Number of Area Studies, International Studies, and Language Courses Taught: 9 South Asia Courses Taught: South Asian Historiography; Introduction to Modern South Asia; Ideas of Equality; Twentieth-Century India; Revolutionary Nonviolence	
Number of Publications 2013-Present: 6 Recent Publications: “Crooked Lines and Zigzags: From the Neocolonial to the Colonial,” <i>How Empire Shaped Us</i> , 2016. “Premonitions of the Past,” <i>Journal of Asian Studies</i> , 2015. “Totaram Sanadhya’s <i>Fiji Mein Mere Ekkis Varsh</i> : A History of Empire and Nation in a Minor Key,” <i>Ten Books That Shaped the British Empire: Creating an Imperial Commons</i> , 2014. “Gendered Nationalism: From Women to Gender and Back Again?” <i>Routledge Handbook of Gender in South Asia</i> , 2014.	
Distinctions: Helmut Stern Fellow, Institute for the Humanities, U-M, 2016-2017; President, Association for Asian Studies, 2014; John Simon Guggenheim Memorial Foundation, 2012; American Institute of Indian Studies Grant, 2012; Joan Kelly Memorial Prize, American Historical Association, 2007; Albion Book Prize, North American Conference of British Studies, 2007	

Carla Sinopoli Director, Museum Studies Program Professor, Tenured, Anthropology Curator of Asian Archaeology, Museum of Anthropological Archaeology College of Literature, Science, and the Arts	Ph.D., University of Michigan, 1986 M.A., University of Michigan, 1979 B.A., State University of New York, Binghamton
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Taiwan Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1993-present; Assistant Professor, University of Wisconsin, Milwaukee, 1989-1993; Adjunct Assistant Professor, University of Michigan, 1989	
Research/Teaching Specializations: Archaeology of South Asia; Material culture; Empires and early states	Dissertations/Theses Supervised in Past 5 Years: 4 Language Proficiency: Kannada = 1; Spanish = 3
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Early Civilizations	
Number of Publications 2013-Present: 6 Recent Publications: “The Distribution of Power: Hierarchy and its Discontents,” <i>The Cambridge History of the World, Vol 3: Early Cities and Comparative History</i> , 2015. “Ancient South Asian Cities in their Regions,” <i>The Cambridge History of the World, Vol 3: Early Cities and Comparative History</i> , 2015.	
Distinctions: Rackham Graduate Fellowships, 1978-1980; Weatherhead Fellowship, School of American Research, 1986-1987; Research Fellowship, American Institute of Indian Studies, 1988; National Endowment for the Humanities Stipend, 1992; Henry Russel Award, U-M, 1997; Fellowship for University Teachers, National Endowment for the Humanities, 1998-1999; Senior Fellow, Michigan Society of Fellows, 2006-2010.	

Jagadeesh Sivadasan Associate Professor, Tenured, Ross School of Business	Ph.D./M.B.A., University of Chicago, 2004 P.G.D.M., Indian Institute of Management, 1996 B.S., Indian Institute of Technology, 1994
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: India Professional Experience: Assistant/Associate Professor, University of Michigan, 2004-present; Lecturer, University of Michigan, 2004	
Research/Teaching Specializations: Trade and development; Industrial organization; Productivity growth; International economics; Regulation; Labor economics	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Hindi = 5; Malayalam = 4; Tamil = 2
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 13 Recent Publications: “Deadlines, Work Flows, and Work Quality,” <i>Management Science</i> , 2017. “Barriers to Entry and Pricing Behavior: Evidence from Reforms of Cable Franchising Regulations,” <i>Journal of Industrial Economics</i> , 2017. “Domestic gains from Offshoring? Evidence from TAA-Linked U.S. Microdata,” <i>Journal of International Economics</i> , 2017. “Do Going-Private Transactions Affect Plant Productivity and Investment,” <i>Review of Financial Studies</i> , 2014.	
Distinctions: Center for International Business Research Award, 2012, 2011, 2008; NTT Research Fellowship, 2006-2007; Mitsui Life Financial Research Center Grant, U-M, 2005; Sanford Grossman Fellowship, 2003-2004; Summer Grant, University of Chicago, 2000; Doctoral Fellowship, University of Chicago, 1999-2003	

Cathie Spino Director, Statistical Analysis of Biomedical & Educational Research Unit Research Professor, Tenured, School of Public Health Faculty Lead for Biostatistics, Michigan Institute for Clinical and Health Research	Sc.D., Harvard University School of Public Health, 1989 M.S., Harvard University School of Public Health, 1985 B.S., Miami University, 1983
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: China Professional Experience: Associate Research Professor, 2007-2017; Assistant Professor, Department of Biostatistics, Harvard School of Public Health, 1990-1996	
Research/Teaching Specializations: Statistical and data management practices; Biostatistics; Clinical research design	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 32 Recent Publications: “A Naturalistic Multi-Site Study of Repetitive Transcranial Magnetic Stimulation Therapy for Depression,” <i>Journal of Affective Disorders</i> , 2017. “Analyzing and Interpreting Clinical Trials,” <i>Gastroenterology</i> , 2016. “Acute Increase in Blood Pressure during Inhalation of Coarse Particulate Matter Air Pollution from an Urban Location,” <i>J Am Soc Hypertens</i> , 2016.	
Distinctions: Departmental Pfizer Award for “Issues in Statistical Computing” Research, 1994; Innovations in Teaching Methods Grant, 1991	

Arland Thornton Research Professor, Tenured, Institute for Social Research Professor, Sociology College of Literature, Science, and the Arts	Ph.D., University of Michigan, 1975 M.A., University of Michigan, 1973 B.S., Brigham Young University, 1968
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: Nepal, Iran, Egypt, Saudi Arabia, Taiwan, Albania, Argentina, Turkey Professional Experience: Research Professor, Institute for Social Research	
Research/Teaching Specializations: Demography; International Family Studies; Sociology	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 21 Recent Publications: “Middle Eastern Beliefs about the Causal Linkages of Development to Freedom, Democracy, and Human Rights,” <i>Sociology of Development</i> , 2017. “Lay Accounts of ‘Modern’ and ‘Traditional’ Family in Cairo: A Test of Developmental Models of Family Life,” <i>Values, Political Action, and Change in the Middle East and the Arab Spring</i> , 2017.	
Distinctions: Honoree, Population Association of America, 2016; President, Population Association of America, 2001; Distinguished Career Award, American Sociological Association, 2000; Otis Dudley Duncan Book Award, American Sociological Association, 1995; Board of Directors, Population Association of American, 1991-1994; National Science Foundation Fellowship, 1971-1975	

Kentaro Toyama W.K. Kellogg Associate Professor of Community Information, Tenured, School of Information		Ph.D., Yale University, 1998 B.A., Harvard University, 1991
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Ghana, United Kingdom Professional Experience: Researcher, University of California, Berkeley, 2010-2014		
Research/Teaching Specializations: Information and communication technologies in India and Pakistan		Dissertations/Theses Supervised in Past 5 Years: 1 Language Proficiency: Japanese = 5; German = 2; Hindi = 1
Number of Area Studies, International Studies, and Language Courses Taught: 1 South Asia Courses Taught: Information Technology and Global Society		
Number of Publications 2013-Present: 5 Recent Publications: “Anomalously Digital in South Asia: A Peri-Technological Project with Deaf Youth in Mumbai,” <i>Digital South Asia</i> , 2017. “From Needs to Aspirations in Information Technology for Development,” <i>Journal of Information Technologies and Development</i> , 2017. “Teaching How to Fish: Lessons from Information and Communication Technologies for International Development,” <i>Journal of Marketing Management</i> , 2014.		
Distinctions: PROSE Award, American Publishers Award, 2016; Fellow, Dalai Lama Center for Ethics and Transformative Values, 2011-present; Distinguished Alumni Award, Duke University Talent Identification Program, 2010; Stockholm Challenge Award, 2008; MacArthur Foundation Digital Media and Learning Grant, 2008		

Thomas Trautmann Professor Emeritus, Anthropology and History College of Literature, Science, and the Arts		Ph.D., University of London, 1968 B.A., Beloit College, 1962
Percentage of Instructional Content Area Expertise: 90% Overseas Research Experience: India, Cambodia, United Kingdom Professional Experience: Assistant/Associate/Full Professor, University of Michigan, 1968-2011; Lecturer, University of London, 1965-1968		
Research/Teaching Specializations: Ancient Indian history; South Asian kinship		Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Sanskrit = 4; Pali = 3; Tamil = 3
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Indian Civilization; Rethinking Kinship and Social Relations		
Number of Publications 2013-Present: 4 Recent Publications: “The Gift in India,” <i>Hau: Journal of Ethnographic Theory</i> , 2017. “Towards a Deep History of Mahouts,” <i>Rethinking Human-Elephant Relations in South Asia</i> , 2016. <i>Elephants and Kings: An Environmental History</i> , University of Chicago Press: 2015. <i>Arthashastra: The Science of Wealth</i> , Penguin Books: 2012. “Does India Have History?” <i>Comparative Studies in Society and History</i> , 2012. “The Past in the Present,” <i>Fragments: Interdisciplinary Approaches to the study of Ancient and Medieval Pasts</i> , 2011.		
Distinctions: Mellon Emeritus Fellowship, 2011; John D’Arms Graduate Mentoring Award, 2006; Senior Research Fellow, American Institute of Indian Studies, 2003; International and Area Studies Fellowship, SCLA/SSRC/NEH, 2002-2003; Marshall Sahlins Collegiate Professorship, 1997; Mary Fair Croushore Professor of Humanities, U-M, 1997-2002; Senior Research Fellow, American Institute of Indian Studies, 1997; Steelcase Research Professor, U-M, 1993-1994; Associate Director, Ecole des Hautes Etudes en Sciences Sociales, 1993; Marret Memorial Lecture, Oxford University, 1991; Visiting Fellow, Institute of Social Cultural Anthropology, 1990-1991		

Vinod Vydiswaran Assistant Professor, Tenure-track, Medical School Assistant Professor, School of Information	Ph.D., University of Illinois, Urbana-Champaign, 2012 M.Tech., Indian Institute of Technology, 2004 B.E., Vishwakarma Institute of Technology, 2002
Percentage of Instructional Content Area Expertise: 5% Overseas Research Experience: India Professional Experience: Research Fellow and Research Investigator, School of Information, University of Michigan, 2013-2015; Postdoctoral Research Associate, Information Trust Institute, University of Illinois at Urbana-Champaign, 2013	
Research/Teaching Specializations: Information trustworthiness; Large-scale text mining and analysis; Natural language process	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Hindi = 5; Tamil = 2; Marathi = 2
Number of Area Studies, International Studies, and Language Courses Taught: 3 South Asia Courses Taught: Natural Language Processing; Text Mining; Applied Data Science	
Number of Publications 2013-Present: 6 Recent Publications: Identifying Usage Expression Sentences in Consumer Product Reviews, <i>Proceedings on the Eighth International Joint Conference on Natural Language Processing (IJCNLP)</i> , 2017. “MyVoice National Text Message Survey of Youth Aged 14 to 24 Years: Study Protocol,” <i>Journal of Medical Internet Research (JMIR) Research Protocols</i> , 2017. “Twitter and the Rebranding of Narendra Modi,” <i>Economic and Political Weekly</i> , 2016.	
Distinctions: Outstanding Educator Award for Innovation, Coursera, 2018; Most Popular New Specialization Challenge Award, 2017; Distinguished Paper Award, American Medical Informatics Association Annual Symposium, 2014; Best Paper Award; Eleventh International Conference on Management of Data, 2005	

James P. Walsh Arthur F. Thurnau Professor, Tenured, Gerald and Esther Carey Professor of Business Administration, Ross School of Business	Ph.D., Northwestern University, 1985 M.A., University of Chicago, 1980 B.A., State University of New York, Albany, 1975
Percentage of Instructional Content Area Expertise: 10% Overseas Research Experience: Turkey, China, Australia, Belgium, Nairobi, Canada Professional Experience: Associate Professor, University of Michigan, 1991-1996; Associate Professor, Amos Tuck School of Business Administration, Dartmouth College, 1989-1991; Assistant Professor, 1985-1989; Adjunct Assistant Professor, 1984-1985	
Research/Teaching Specializations: Leadership; Human behavior and organization; Management	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: N/A
Number of Area Studies, International Studies, and Language Courses Taught: 2 South Asia Courses Taught: Developing Global Competency; Multidisciplinary Action Projects: Domestic and Global	
Number of Publications 2013-Present: 5 Recent Publications: “Human and Human Frailty,” <i>Academy of Management Perspectives</i> , 2016. “Organization and Management Scholarship in and for Africa...and the World,” <i>Academy of Management Perspectives</i> , 2015. “Embracing the Sacred in Our Secular Scholarly World,” <i>Academy of Management Review</i> , 2011.	
Distinctions: Academy of Management Career Achievement Award, Distinguished Service Award, 2013	

Susan Walton Lecturer IV, Non-tenure-track, Residential College		Ph.D., University of Michigan, 1996 M.A., University of Michigan, 1974 B.A., University of Michigan, 1969
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Indonesia, Bali Professional Experience: Lecturer II/II/IV, University of Michigan, 1996-present		
Research/Teaching Specializations: Ethnomusicology; Cultural Studies; Music and literature		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Indonesian = 4; Javanese = 3; Dutch = 2; Spanish = 2; Italian = 1
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Women, Men, and Power: Cross Cultural Case Studies; Performing Arts of South and Southeast Asia; Arts and Ideas of Modern South and Southeast Asia		
Number of Publications 2013-Present: N/A Recent Publications: N/A		
Distinctions: Presidential Friends of Indonesia, Indonesian Government, 2014; U-M Art Museum Grant, 2011; Rackham Grant, U-M, 2010; Institute of the Humanities Grant, 2009; Hughes Foundation Grant, 2005; Luce Foundation Grant, 1992-1993; Social Science Research Council Grant, 1992-1993; Fulbright-Hays Fellowship, 1992-1993; Louise Cuyler Award, 1988-1989		

Thomas Weisskopf Professor Emeritus, Economics College of Literature, Science, and the Arts		Ph.D., Massachusetts Institute of Technology, 1966 B.A., Harvard University, 1961
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India Professional Experience: Associate/Full Professor, University of Michigan, 1972-2010; Assistant Professor, Harvard University, 1968-1972; Visiting Professor, Indian Statistical Institute, 1966-1968		
Research/Teaching Specializations: Economic inequalities; Affirmative action		Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: French = 5; Russian = 3; German = 3; Spanish = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A		
Number of Publications 2013-Present: 10 Recent Publications: "Affirmative Action and Productivity in the Indian Railways," <i>Review of Black Political Economy</i> , 2016. "Growing Together or Drifting Apart: Economic Well-Being in Washtenaw County's 'New Economy,'" 2015. "China and India: Growing Challenges," <i>Economic and Political Weekly</i> , 2014		
Distinctions: International Institute Faculty Travel Institute, U-M, 1993; Faculty Research Grant, U-M, 1992; International Research and Exchanges Board, Developmental Fellowship Award, 1991-1992; Faculty Enhancement Fund, U-M, 1990; National Science Foundation Research Grant, 1985-1988; German Marshall Fund Research Fellowship, 1984-1985; Center for Research on Learning and Teaching Faculty Development Funds, 1983; Twentieth Century Funds, 1970-1974		

Erick White Assistant Professor, Tenure-track, Asian Languages and Cultures College of Literature, Science, and the Arts	Ph.D., Cornell University, 2014 B.A., Amherst College, 1988
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Thailand Professional Experience: Visiting Fellow, Cornell University, 2015-2017; Visiting Assistant Professor, Cornell University, 2014; Visiting Instructor, Antioch University, 2003-2009	
Research/Teaching Specializations: Thai Buddhism; Theravada Buddhism; Popular religion; Spirit possession popular culture	Dissertations/Theses Supervised in Past 5 Years: N/A Language Proficiency: Thai = 4
Number of Area Studies, International Studies, and Language Courses Taught: 5 South Asia Courses Taught: Introduction to Theravada Buddhism; Buddhism and its Others in South and Southeast Asia; Religious Nationalism and Political Violence in South and Southeast Asia	
Number of Publications 2013-Present: 4 Recent Publications: “Rethinking Anthropological Models of Spirit Possession and Theravada Buddhism,” <i>Religion and Society: Advances in Research</i> , 2017. “Contemporary Buddhism and Magic,” <i>The Oxford Handbook of Contemporary Buddhism</i> , 2017. “The Institutional Dynamics of the Contemporary Thai Sangha – A New Research Agenda,” <i>SOJOURN: Journal of Social Issues in Southeast Asia</i> , 2016. “Staging Hinduism in the Bangkok Metropolis: Ritual Spectacle and Religious Pluralism in an Urban Thai Buddhist Milieu,” <i>The Kyoto Review of Southeast Asia</i> , 2016.	
Distinctions: Endowment Grant, Cornell University, 1998; Jacob K. Javits Graduate Fellowship, U.S. Department of Education, 1995-1996; Fulbright IIE Fellowship, 1994-1995	

Jeff Wilson Associate Professor, Tenured, Earth and Environmental Sciences College of Literature, Science, and the Arts	Ph.D., University of Chicago, 1999 M.S., University of Chicago, 1995 B.A., Kalamazoo College, 1991
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: India, Brazil, France, Columbia Professional Experience: Assistant/Associate Professor, University of Michigan, 2004-present; Visiting Assistant Professor, University of Michigan, 1999-2004	
Research/Teaching Specializations: Paleontology	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Spanish = 5; French = 2
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 15 Recent Publications: “Rediscovery of the Type Localities of the Late Cretaceous Mongolian Sauropods <i>Nemegtosaurus mongoliensis</i> and <i>Opisthocoelicaudia skarzynskii</i> and its Stratigraphic and Taxonomic Implications,” in progress. “India’s First Dinosaur, Rediscovered,” <i>Current Science</i> , 2013.	
Distinctions: Fulbright Scholar, 2018-2019	

Dimitrios Zekkos Associate Professor, Tenured, College of Engineering Associate Professor, Earth and Environmental Sciences College of Literature, Science, and the Arts	Ph.D., University of California, Berkeley, 2005 M.S., University of California, Berkeley, 2002 Ptychion, University of Patras, 2001
Percentage of Instructional Content Area Expertise: 25% Overseas Research Experience: Greece Professional Experience: Associate Professor, University of Michigan, 2014-present	
Research/Teaching Specializations: Geoenvironmental engineering; Soil dynamics and geotechnical earthquake engineering; Robotics and informatics in geotechnical engineering; Energy processes	Dissertations/Theses Supervised in Past 5 Years: 2 Language Proficiency: Greek = 5; French = 3
Number of Area Studies, International Studies, and Language Courses Taught: N/A South Asia Courses Taught: N/A	
Number of Publications 2013-Present: 32 Recent Publications: "Comparison of Direct Shear and Simple Shear Response of MSW", <i>Environmental Geotechnics Journal</i> , 2017. "Observations of Landslides Caused by the April 2015 Gorkha Earthquake in Nepal Based on Land, UAV and Satellite Reconnaissance," <i>Earthquake Spectra</i> , 2017. "Development of a Large-Size Cyclic Direct Simple Shear Device for Characterization of Ground Materials with Oversized Particles," <i>ASTM Geotechnical Testing Journal</i> , 2018. "Monotonic, Cyclic and Post-Cyclic Simple Shear Behavior of Three Uniform Gravels," <i>ASCE Journal of Geotechnical and Geoenvironmental Engineering</i> , 2017. "The Size, Distribution, and Mobility of Landslides Caused by the 2015 Mw7.8 Gorkha Earthquake, Nepal," <i>Geomorphology</i> , 2017.	
Distinctions: Collingwood Prize, American Society of Civil Engineers, 2014; Outstanding Innovator Award, International Society for Soil Mechanics and Geotechnical Engineers, 2013; Faculty Excellence Award, Civil and Environmental Engineering Department, U-M, 2013; Arthur Casagrande Professional Development Award, American Society of Civil Engineers, 2012; Great Lakes District James M. Robbins Excellence in Teaching Award, Chi Epsilon, 2012; Outstanding Research Mentorship Award, Undergraduate Research Opportunities Program, U-M, 2011; Thomas A. Middlebrooks Award, American Society of Civil Engineers, 2010	

APPENDIX 1-B TABLE OF CONTENTS

CENTER FOR SOUTH ASIAN STUDIES AFFILIATED STAFF BY NAME

Bain, Robert, Director, World History and Literature Initiative.....	1B-2
Bates, Ashley, Project and Administrative Coordinator, International Institute.....	1B-2
Brichta, Rachel, Communications Manager, International Institute.....	1B-3
Burnett, Julie, Academic Services & FLAS Coordinator, International Institute.....	1B-3
Caudill, Gloria, Manager, International Institute.....	1B-4
Covert, Kathy, Office Coordinator, International Institute.....	1B-4
Dawson, Imara, Chief Administrator and Managing Director, International Institute.....	1B-5
Dutridge-Corp, Elizabeth, Fellowship Advisor, International Institute.....	1B-5
Fosler, Janelle, Program Manager, Center for South Asian Studies.....	1B-6
Graves, Folaké, Undergraduate Advisor, International Institute.....	1B-6
Hernandez, Juan, UPR Consultant, University of Puerto Rico.....	1B-7
Johnson, Heather, Fellowships Advisor, International Institute	1B-7
Merchant, David, Communications Editor, International Institute.....	1B-8
Pattison, Sarah, Academic Services Manager, International Institute.....	1B-8
Ridson, Harper, Student Assistant, World History and Literature Initiative.....	1B-9
Rosenberg, Sofia, Undergraduate Academic Advisor, International Institute.....	1B-9
Stockdill, Darin, Instructional and Program Design Coordinator, CEDER.....	1B-10
Sypris, Theo, Director, Midwest Institute for International and Intercultural Education.....	1B-10
Szpara, Kelsey, Undergraduate Academic Advisor, International Institute.....	1B-11
Takata, Azumi Ann, FLAS Coordinator, International Institute.....	1B-11
Tice, Karin, President & Senior Partner, Formative Evaluation Research Associates, Inc.....	1B-12
Vowell, Evan, Title VI Reporting and Evaluation Coordinator.....	1B-12

Robert Bain Director, World History and Literature Initiative Associate Professor, School of Education, University of Michigan Associate Professor, Department of History, University of Michigan	Ph.D., Case Western University
Overseas Experience: Singapore, Israel, South Korea, India Professional Employment: Associate Professor, University of Michigan School of Education, 1998-present; History/Social Science Teacher, Beachwood City Schools, 1972-1998	
Distinctions: College Educator of the Year Award, Michigan Council of Social Studies in 2008 and 2011; Teaching Innovation Prize, 2010; Carnegie Scholar, Carnegie Academy of Teaching and Learning; Organization of American Historians' Distinguished Leader; Seven-time award winner for Ohio Excellence in Teaching	

Ashley Bates Project and Administrative Coordinator, International Institute University of Michigan	M.A., Northwestern University, 2009 B.A., Amherst College, 2004
Overseas Experience: Jordan, Israel, the West Bank, Gaza Professional Employment: Project and Administrative Coordinator, International Institute, 2016-present; Hands of Peace Executive Director, 2014-16; Hands of Peace Program Director, 2007-2014; Tikkun Magazine Assistant Editor, 2011-2012; Mother Jones Magazine Editorial Fellow, 2010-2011; Peace Corps Volunteer, 2004-2006	
Language Proficiency: Arabic = Advanced High (ACTFL)	
Distinctions: Recipient of full-tuition McCormick Tribune Foundation scholarship to journalism school at Northwestern University; Graduated with a 3.7 GPA	

Rachel Brichta Communications Manager, International Institute, University of Michigan	M.A., University of Illinois, 2004 B.A., University of Michigan, 1999
<p>Overseas Experience: Belarus (FLEX Program Recruiter, 1999; language study, 2003); Russia (exchange program, 1994; individual study, 1997)</p> <p>Professional Experience: Future Leaders Exchange Program Recruiter, American Councils for International Education, 1999; Research Assistant, Kennan Institute for Advanced Russian Studies, 2000; Future Leaders Exchange Program Officer, Youth For Understanding International Exchange, 2001-02; Future Leaders Exchange Travel Coordinator, American Councils for International Education, 2002-04; Executive Director, Toledo Sister Cities International, 2005; Student Services Associate, CREES and CES-EUC, UM, 2005-09; Student Services Associate, WCED and WCEE, UM, 2008-09; Public Relations Coordinator, CREES, CES-EUC, WCED, and WCEE, 2009-13; Communications Specialist/Team Lead, International Institute Shared Services Events/Communications, 2013-15; Communications Manager, International Institute, 2015-present</p>	
<p>Language proficiency: Russian = 4, German = 2, Belarusian = 1</p>	

Julie Burnett Academic Services & FLAS Coordinator, International Institute University of Michigan	M.A., University of Michigan, 2018 B.S.E., Central Michigan University, 2004
<p>Overseas Experience: Australia</p> <p>Professional Experience: Academic Services and FLAS Coordinator, University of Michigan, 2015-present; Academic Services Associate, CPPS, University of Michigan, 2014-15; Academic Services Associate, University of Michigan, 2013-present; Academic Services Associate, CREES/CES/WCED, University of Michigan, 2009-15; FLAS Coordinator, CREES, University of Michigan, 2009-present; Student Services, Undergraduate Advising Office, Engineering, University of Michigan, 2007-09; Science Educator, Detroit Science Center, 2007-2012; Michigan School Readiness Program and Head Start Teacher, Beaverton Preschool, 2005-06; Head Start Center Director, Fountain Child Development Center, 2004-05; Student Clerical, Scholarships and Financial Aid, Central Michigan University, 1999-2003.</p>	
<p>Distinctions: National Academic Advising Association Professional Grant, 2008.</p>	

Gloria Caudill

Manager, Global South Cluster
International Institute, University of Michigan

Professional Experience: 2013-present Administrative Manager, Global South Group, International Institute; 2009-2013 Administrator, UM Center for Chinese Studies, International Institute; 2007-09 Administrator, UM Armenian Studies Program, International Institute; 2005-07 Office Coordinator, UM Center for Chinese Studies, International Institute; 2004-05 Office Coordinator, UM Child Behavioral Health Center; 2000-04 Dispatcher, Hobart Corporation; 1997-00 Office Manager, Superior Coatings

Kathy Covert

Office Coordinator, Global South Cluster
International Institute, University of Michigan

B.S., Kansas State University, 1992

Overseas Experience: Costa Rica

Professional Experience: Office Coordinator, International Institute, 2015-present; Assistant Manager, Labelle Management, 2010-2013; Shelf Technologist, The Clorox Company, 1996-2000; Sales Coordinator, Cargill, 1992-1996.

Imara V. Dawson Chief Administrator and Managing Director, International Institute	J.D., University of Indiana, 1998 M.P.A., University of Indiana, 2000 B.A., Hampton University, 1995
Overseas Experience: Kenya, Ghana and South Africa, Professional Experience: Chief Administrator and Managing Director of the International Institute University of Michigan, 2017-present; Executive Director and Senior International Officer, Rinker Center for International Programs, Ball State University, 2013-2017; Associate Director of International Programs, Chicago State University, 2005-2011; Assistant Program Director for USAID Teaching and Learning materials Program-Ghana, 2005-2011; Assistant Program Director for USAID South Africa Area Initiative, 2001-2005; Consultant for Office of International Programs, Chicago State University, 2000-2001; Management Specialist, Agricultural Business System, Nairobi, Kenya 1999-2001	
Research/Teaching Specialization: Relationship between the public sector, private sector and NGOs as a model for international development in developing nations.	Language Proficiency: French = 2 Kiswahili=2 Creole=3
Recent Publications and Works in Progress: (3) The Muncie Star Press "Foreign Student Enrollment Tops 1,000 at Ball State University, August 16 th 2014 The Muncie Star Press <u>United States Immigration Ban</u> ; "Stuck in the Middle", January 31, 2017 "The Confluence of Legal Issues, Public Policy and Messaging for SIO's in Light of Executive Orders" Session Chair for 2018 AIEA Conference Session proposal, Washington D.C	
Distinctions: AIEA Neal Presidential Fellow for 2015-16; Selected to serve a three-year term on the AIEA's Strategic Issues Committee 2017-2020; Certificate of Recognition from the Associate Provost on reaching 1,000 international students 2014; Official visit by the Honorable Henriette Fore Acting Director of Foreign Assistance and acting USAID Administrator to Chicago State University to announce follow-on award for USAID –TLMP, 2007; White House State Dinner Guest for State Dinner in honor of Ghanaian President John Agyekum Kufor, 2008	

Elizabeth Dutridge-Corp Fellowships Advisor, International Institute Fellowships and Grants, University of Michigan	M.A., Michigan State University, 2014 M.A., Bowling Green State University, 2009 B.A., Bowling Green State University, 2005
Overseas Experience: 2011 CET Academic Programs: Japan Summer; 2004 BGSU: Summer Program: Japan Professional Experience: 2016-present Fellowships Advisor, International Institute, University of Michigan; 2014-2016 Academic Program Specialist, Center for Middle Eastern and North African Studies, International Institute, University of Michigan; Teaching Assistant, Department of History, Michigan State University	
Research/Teaching Specializations: Recent Publications: April 2017, Book review, Kingston, J. (Ed.). Critical Issues in Contemporary Japan. New York: Routledge, 2014; Journal of International and Global Studies, Vol. 8 No. 2; March 2014, Book review, "History education and postwar national identity", Dierkes, Julian. Postwar History Education in Japan and the Germanys: Guilty Lessons. London and New York: Routledge; newbooks.asia // Conferences Attended: 2017,	
Language Proficiency: Japanese = 5; Hawaiian = 1	
Distinctions: 2011 & 2013, Dr. Kwan Wai-So Memorial Scholarship Fund in History, Department of History, Michigan State University, East Lansing, MI; summer 2011 & 2011-2012, Foreign Language and Area Studies Fellowship (FLAS), Japanese, Asian Studies Center, Michigan State University, East Lansing, MI	

Janelle Fosler Program Manager, Center for South Asian Studies, International Institute, University of Michigan	M.A., Eastern Michigan University, 2015 B.S., Northern Michigan University, 2006
Overseas Experience: Professional experience in India, New Zealand, and Ecuador. Traveled to over 30 countries. Professional Experience: University of Michigan Center for South Asian Studies, 2015-present; Eastern Michigan University Academic Programs Abroad, 2013-2015; Education and Workforce Consultants, 2007-2013; Mountain View Middle School, 2006-2007; Macleans College, New Zealand, 2005-2006	
Research/Teaching Specializations: International Education, Study Abroad program administration	Language Proficiency: Spanish = 1; Italian = 1
Distinctions: U-M Staff Recognition - International Education Week, 2015; EMU Advising Impact Award, 2014; Summa cum Laude, 4.0 GPA from EMU.	

Folaké Graves Undergraduate Advisor, International Institute, University of Michigan	M.A., University of Illinois at Urbana-Champaign
Overseas Experience: Senegal, Côte d'Ivoire, Ghana, Jamaica Professional Experience: University of Illinois; Parkland College; 2006-present Undergraduate Advisor, International Institute, University of Michigan, Ann Arbor, MI	
Distinctions: President's Staff Innovation Award Nominee, 2016; LSA Staff Spotlight Award, 2017.	

Juan Hernandez Lecturer I, History, University of Puerto Rico U-M-UPR Program Consultant, University of Michigan	Ph.D., University of Michigan, 2007 M.A., University of Michigan, 2002 B.A., University of Puerto Rico, 2000
Overseas Experience: Chile, Brazil, Cuba, Mexico Professional Experience: Lecturer I, University of Michigan, 2013-Present; Adjunct Professor, University of Puerto Rico, 2008-Present.	
Research and Teaching Specialization: Latin American contemporary history, violence and memory in Chilean postdictatorship culture, postauthoritarian societies in late 20th Century Latin America urban space and culture in Latin America, death and mourning in Latin America, Latin American music	Dissertations/Theses Supervised in Past 5 Years: 3 Language Proficiency: Spanish = 5; Portuguese = 5
Area Courses Taught: Space and Identity in Latin American History	
Recent Publications and Works in Progress: 3 articles (2 in progress), Sombras, ausencias, estéticas y memorias: historiografía y espacio en el Monumento a las Víctimas del Holocausto en Puerto Rico (submitted for publication, 2018). Yukaslash: Jíbaro Samurai y la identidad puertorriqueña en el género manga, (submitted for publication, 2018). "History, space and nation in Chile's transition to democracy." Historial de la Revista N. 20-21, 27-52, 2010.	
Distinctions: Juror, Best Book Contest, Latin American Studies Association, 2014	

Heather Johnson Fellowships Advisor/International Institute Fellowships & Grants, International Institute, University of Michigan	B.A., University of Oklahoma
Overseas Experience: Kyoto, Japan	
Language Proficiency: Japanese, intermediate	

David Merchant Communications Editor, International Institute	B.A., University of Michigan
Overseas Experience: Travel in England, Scotland, Peru, France, Germany, Italy, Spain, Luxembourg, Greece, Switzerland, Austria, and The Netherlands Professional Experience: Former Program Administrator, University of Michigan Center for South Asian Studies, 2007-2011)	
Language Proficiency: French = 2	

Sarah Pattison Academic Services Manager, International Institute	Ph.D., University of Minnesota, anticipated 2021 M.S.Ed., St. John's University, 2017 M.A., St. John's University, 2013 B.A., University of Illinois-Springfield, 2009
Overseas Experience: Italy, Greece Professional Experience: Academic Services Manager, International Institute, University of Michigan, Ann Arbor, MI, 2017-present; Director, Center for Global Education, University of Central Missouri; Coordinator, Study Abroad & Exchange Program, University of Central Missouri	
Distinctions: University of Central Missouri, Learning to a Greater Degree Nominee, 2016; St. John's University, Certificate of Academic Excellence, 2013; University of Illinois Springfield, Magna Cum Laude, 2009	

Harper Ridson Student Assistant, World History and Literature Institute School of Education, University of Michigan	B.A., University of Michigan, anticipated 2021
Overseas Experience: West Africa, Central America Professional Experience: Current student in the School of Education with an interest in world history	

Sofia Rosenberg Undergraduate Academic Advisor, International Institute, University of Michigan	M.A., Uppsala University, 2007
Overseas Experience: Egypt, Syria, site visit with Arabic Language Flagship Program; Romania, social service work with EFI fadder Professional Experience: 2014-2018 Undergraduate Academic Services International Institute, University of Michigan; 2009-2014 Arabic Language Flagship Coordinator, Department of Near Eastern Studies, University of Michigan	
Language Proficiency: Swedish =5, French, Spanish = 2, Hebrew = 1	
Distinctions: 2016 Excellence in Departmental Advising Award Nominee; 2017 LSA Team Spotlight Award	

Darin Stockdill Instructional and Program Design Coordinator, Center for Education Design, Evaluation, and Research (CEDER), School of Education, University of Michigan	Ph.D., University of Michigan, 2011 M.A., Eastern Michigan University, 2005 B.A., University of Michigan, 1991
Overseas Experience: Ukraine, Puerto Rico (U.S.), El Salvador Professional Experience: Instructional and Program Design Coordinator, University of Michigan, 2015-present; Content Area Literacy Consultant, Oakland County Schools, 2011-2015.	
Research/Teaching Specialization: Learning experiences; access to education; innovative teaching models	Language Proficiency: Spanish = 4
Recent Publications and Works in Progress: (3) “Research...Paper, Process, or Both? Building a new model to engage students as researchers.” Michigan Reading Journal 49. pp. 34-44. 2016 “Adolescents as readers of social studies: Examining the relationship between youth’s everyday and social studies literacies and learning.” Berkeley Review of Education 4. pp. 35-68. 2013 Disjuncture, Design, and Disruption: Bridging the gap between students’ everyday and academic knowledge through historical inquiry. University of Michigan. 2011	
Distinctions: Outstanding Graduate Student Instruction, 2010; Research Fellowship, National Academy of Education and Carnegie Foundation, 2009	

Theo Sypris Director, International Studies Program, Kalamazoo College Community College Director, Midwest Institute for International and Intercultural Education	M.A., Western Michigan University, 1986 B.S., University of Michigan, 1982
Overseas Experience: Russia, China, South Africa, Vietnam Professional Experience: History Dept., Kalamazoo Valley Community College, 1992-present; Economics Dept. & Political Science Dept., Kalamazoo Valley Community College, 1986-present; Economics Dept. & Political Science Dept., Western Michigan University, 1986-93	
Research/Teaching Specializations: World history, comparative politics, international economics	Language Proficiency: Greek = 5, German = 5
Distinctions: Special Recognition Award, Beacon College Project, American Association of Community Colleges, 1994; Employee Enrichment Award, Kalamazoo Valley Community College, 1991-92.	

Kelsey Szpara Undergraduate Academic Advisor, International Institute, University of Michigan	M.A., Eastern Michigan University B.S., Michigan Technological University
Professional Experience: 2015-present: Undergraduate Academic Advisor, International Institute, University of Michigan, Academic Advisor, College of Health and Behavioral Sciences, Middle Tennessee State University; Academic Auditor, University of Michigan	
Distinctions: LSA Staff Spotlight Award, 2016 and 2017	

Azumi Ann Takata Graduate Academic Services Coordinator and Foreign Language and Area Studies Fellowships Coordinator, International Institute	Ph.D., Stanford University, 1994 A.M., Stanford University, 1991 A.M., Stanford University, 1988 B.S.E., Princeton University, 1987
Overseas Experience: Japan Professional Experience: Academic Projects Coordinator, UM Center for Japanese Studies, and East Asia Foreign Language and Area Studies Fellowships Coordinator, UM East Asia National Resource Center, 2013-15; Academic Services Coordinator, UM Center for Japanese Studies, 2006-13; Japanese Medical Interpreter (part time), Michigan Medicine, 2004-10; Administrator, Michigan Undergraduate Asian Studies Initiative, UM Center for Japanese Studies, 2004-06; Assistant Professor of Sociology, University of Michigan, 1995-2002; Visiting Scholar, Department of Business Administration, Bunkyo Gakuin University, 1999-2001; Lecturer II, Department of Sociology, University of Michigan, 1994-95; Foreign Research Scholar, Institute of Social Science, University of Tokyo, 1991-93; Research Assistant, Department of Sociology, Stanford University, 1988-91; Teaching Assistant, Department of Sociology, Stanford University, 1988.	
Language Proficiency: Japanese = 5, German = 1, Spanish = 2	
Recent Publications: “America kara miru nihon shakai no henkaku” [Changes in Japanese society as seen from America]. <i>Bunkyo joshi daigaku sōgō kenkyūjo kiyō</i> [Annals of the Bunkyo Women's University Research Institute], 2001. In Japanese. “Meiji zenki kaisha teikan no naiyō jūjitsu to Shibusawa Eiichi” [Shibusawa Eiichi's role in the improvement of corporate charter content in Meiji Japan]. <i>Shibusawa kenkyū</i> 13 (2000): 3-24. In Japanese. “Images of the ‘company’ in early Meiji Japan.” <i>Shibusawa kenkyū</i> 6 (1993): 17-40.	
Distinctions: Staff Spotlight Award, UM College of Literature, Science & the Arts, 2017; Japan Society for the Promotion of Science Postdoctoral Fellowship (long term), 1999-2000; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1991-92; Graduated magna cum laude, 1987.	

Karin Tice President & Senior Partner, Formative Evaluation Research Associates, Inc.	M.A., Columbia University, 1982 B.A., Friends World College, 1978
<p>Overseas experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America.</p> <p>Academic Experience: Lecturer, Eastern Michigan University, 1986</p> <p>Professional Experience: Consultant, Office of Educational Evaluation, New York City Board of Education, New York, NY, 1986; Consultant, New Age Inc., “Intergenerational Initiatives in Support of Families: A Statewide Planning Conference.” 1985</p>	
Research/Teaching Specializations: Strategic leadership; evaluation design & implementation; dissemination of evaluation findings; teaching about evaluation.	Language Proficiency: Spanish = 5, Portuguese = 4, Catalan = 2, Kackchiquel = 2, Kuna = 2
<p>Recent publications:</p> <p>Jewish Community Youth Foundation: Ten Years of Impact. Princeton, NJ: Jewish Youth and Family Services, 2013.</p> <p>The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan’s Young People, Cradle to Career. Grand Haven, MI: Council of Michigan Foundations, 2012.</p> <p>Advancing the Common Good: Baseline Health Evaluation Report (2009-2011).</p> <p>Battle Creek, MI: United Way of the Battle Creek and Kalamazoo Region, 2012.</p> <p>Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact (2000-2010). Denver, CO: Rose Youth Foundation, 2011.</p>	

Evan Vowell Title VI Reporting and Evaluation Coordinator, International Institute, University of Michigan	M.Mgmt., University of Michigan, 2017 B.A., University of Michigan, 2016
<p>Overseas Experience: Belgium</p> <p>Professional Experience: Title VI Reporting and Evaluation Coordinator, International Institute, University of Michigan, 2017-present; Intern, Treasury Department, The Dow Chemical Company, 2017</p>	

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$269,370.09 Year 2: \$268,581.88 Year 3: \$269,744.29 Year 4: \$269,670.38

FLAS Request

Year 1: \$348,000 Year 2: \$348,000 Year 3: \$348,000 Year 4: \$348,000

Type of Applicant

☒ Single institution University of Michigan ☐

Consortium of institutions

- ☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input checked="" type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bengali, Hindi, Punjabi, Tamil, and Urdu

DIVERSE PERSPECTIVES AND WIDE RANGE OF VIEWS IN FUNDED ACTIVITIES

UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

The University of Michigan's Standard Practice Guide affirms our commitment to free speech. It states that "expression of diverse points of view is of the highest importance, not only for those who espouse a cause or position and then defend it, but also for those who hear and pass judgment on that defense." In consequence, CSAS is committed to presenting diverse perspectives and a wide range of views in its programming, teaching, and outreach activities. The Center has consistently sought to provide information and stimulate informed debate on important issues about which there may be competing scholarly and/or political tendencies. This commitment to diversity guides not only outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on South Asia. It reflects a concern for basic fairness, but beyond that, a fundamental belief of the Center and the university that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship.

During the 2018-22 NRC and FLAS funding cycle, CSAS will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. For example, all of our public lecture and workshop events include a substantial question and answer component where members of the audience have a chance to raise questions, contribute new information or perspectives, and/or challenge the views being presented. We actively seek out speakers and workshop contributors from outside the academy who represent a wide range of views, including artists, filmmakers, activists, policy makers, diplomatic personnel, and journalists, among others. Decisions about programming on potentially controversial topics may be reviewed by the CSAS executive committee, which is composed of faculty members from a range of disciplines who, collectively, incorporate diverse perspectives about important issues related to the study of South Asia. When appropriate, input will also be sought from other faculty members and/or other Centers or Institutes with expertise pertaining to the activities being planned.

As part of the Center's comprehensive evaluation plan, exit surveys of individual programs (e.g., teacher training workshops, public outreach events) and annual audience surveys will include questions about our commitment to, and accomplishments in, presenting diverse perspectives. To the extent that a particular program does not present diverse perspectives, this feedback will be considered when planning future programs. If, in rare instances, legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments, and if appropriate recommendations, will be sought from qualified South Asia specialists both within and outside the University.

ACRONYM LIST**UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES**

ACTFL	American Council on the Teaching of Foreign Languages
AIIMS	All India Institute of Medical Sciences
AIIS	American Institute for Indian Studies
ALC	Asian Languages and Culture
AS	Asian Studies
BTAA	Big Ten Academic Alliance
CARLA	Center for Advanced Research on Language Acquisition
CEDER	Center for Education Design, Evaluation, and Research
CGIS	Center for Global Intercultural Study
CMENAS	Center for Middle East and North African Studies
CONSALD	Committee on South Asian Libraries and Documentation
CP	Competitive Priority
CREES	Center for Russian and East European Studies
CRL	Center for Research Libraries
CRLT	Center for Research on Learning and Teaching
CSAS	Center for South Asian Studies
CSEAS	Center for Southeast Asian Studies
DEI	Diversity, Equity and Inclusion
EC	Executive Committee
EFC	Expected Family Contribution
EMU	Eastern Michigan University
FAFSA	Free Application for Federal Student Aid
FAO	Foreign Area Officer
FERA	Formative Evaluation Research Associates
FLAS	Foreign Language and Area Studies
FTE	Full-Time Employee
GEPA	General Education Provisions Act
GIEP	Global Information Engagement Program
GMAT	Graduate Management Admission Test
GRE	Graduate Records Examinations
GSI	Graduate Student Instructor
GSP	Global Scholars Program
GVSU	Grand Valley State University
ICP	International Career Pathways
II	International Institute
IISER	Indian Institute of Science Education and Research
IIT	Indian Institute of Technology
ILL	Interlibrary Loan
ISR	Institute for Social Research
LACS	Latin American and Caribbean Studies
LCTL	Less Commonly Taught Language
LEO	Lecturer Employees Organization

LRC	Language Resource Center
LSA	Literature, Science, and the Arts
LSAT	Law School Admission Test
LUMS	Lahore University of Management Sciences
MAP	Multidisciplinary Action Projects
MASU	Michigan Association of State Universities
MIIE	Midwest Institute for International/Intercultural Education
MSI	Minority Serving Institution
NCOLCTL	National Council of Less Commonly Taught Languages
NEH	National Endowment for the Humanities
NIH	National Institutes of Health
NRC	National Resource Center
NSEP	National Security Education Program
NSF	National Science Foundation
OCLC	Online College Library Center
ODEI	Office of Diversity, Equity and Inclusion
OVPR	Office for Vice President for Research
PICS	Program in International and Comparative Studies
RESA	Regional Educational Service Agencies
SA	South Asia
SABA	South Asia Book Award
SALRC	South Asia Language Resource Center
SANOC	South Asia National Outreach Consortium
SAS	South Asian Studies
SASLI	South Asia Summer Language Institute
SNU	Shiv Nadar University
SOE	School of Education
STRIDE	Strategies and Tactics for Recruiting to Improve Diversity and Excellence
U-M	University of Michigan
UPR	University of Puerto Rico
USED	United States Department of Education
WHaLI	World History and Literature Initiative

**GOVERNMENT SERVICE IN AREAS OF NATIONAL NEED
AND IN OTHER EMPLOYMENT SECTORS**
UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

During the 2018-22 NRC and FLAS funding cycle, the University of Michigan and its Center for South Asian Studies will continue to encourage our graduates to pursue government service in areas of national need, as defined by the U.S. Department of Education, and in areas of need in education, business, and nonprofit sectors by:

1. Supporting South Asia priority LCTLs and strengthening U-M capacities in South Asian studies through our NRC funding request and award of FLAS Fellowships;
2. Producing graduates with expertise and competence in South Asian languages and knowledge about this critical world region;
3. Producing graduates who can engage at a high level with a multilingual and multicultural global workforce at home and abroad;
4. Providing career support services for students with an interest in international and South Asia area studies by hosting job fairs and regularly posting job announcements through email, weekly bulletins, blogs, and social media;
5. Connecting students with South Asia alumni who are currently working or who have pursued careers in international business and STEM fields;
6. Actively participating with the II and other UM units in the International Career Pathways (ICP) network, which brings U-M students together with educators and employers to explore pathways to international careers, including hosting an International Opportunities Fair each year with over 100 participating organizations; and
7. Continuing efforts to recruit Foreign Area Officers and to involve U-M's Military Officer Education Programs (ROTC) in Center activities including South Asia priority LCTL training, areas studies courses, and public events.

APPENDIX 5
LETTERS OF SUPPORT

UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

U-M COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS..... APPENDIX 5-1
U-M INTERNATIONAL INSTITUTE..... APPENDIX 5-2
U-M SCHOOL OF EDUCATION APPENDIX 5-3
U-M ASIAN LANGUAGES AND CULTURES APPENDIX 5-4
MIDWEST INSTITUTE FOR INTERNATIONAL/INTERCULTRAL EDUCATION APPENDIX 5-5



Andrew D. Martin, Dean
Professor of Political Science and Statistics

May 8, 2018

United States Department of Education
International and Foreign Language Education 1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI Program for the Center for South Asian Studies (CSAS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of South Asia.

Our College of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, funding for language lecturers, and salaries for our outstanding faculty in South Asian Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and/or the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,

A handwritten signature in blue ink, appearing to read 'ADM', with a long horizontal flourish extending to the right.

Andrew D. Martin, Dean
College of Literature, Science and the Arts
Professor of Political Science and Statistics
University of Michigan



January 25, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

I am writing to express my enthusiastic support for the application for funding under the Title VI program from our International Institute Center for South Asian Studies (CSAS). The grant will not only provide resources to advance our mission of equipping U-M students and faculty with the knowledge, tools, and experience to become informed and active global citizens, but will also provide resources to benefit ongoing international collaborations. The Title VI grant helps CSAS train the next generation of area studies scholars and professionals.

The International Institute supports this application in a variety of ways, including supplemental funding for FLAS, administrative management, language lecturer funding, and financial support for programming. The International Institute recognizes the outstanding value that the center brings to our students and faculty through NRC and FLAS grants. With great admiration for the center's work, I strongly endorse this application.

Best,

A handwritten signature in black ink, appearing to read 'Pauline Jones'.

Pauline Jones
Director, International Institute
Professor, Political Science



Elizabeth Birr Moje • Dean, George Herbert Mead Collegiate Professor, and Arthur F. Thurnau Professor

June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To Whom It May Concern,

I enthusiastically endorse the application of the Center for South Asian Studies (CSAS) for Title VI funding. Since 2009, the School of Education has collaborated with CSAS and other National Resource Centers in the World History and Literature Initiative (WHaLI). We are excited to continue this collaboration into the 2018-2022 grant period.

During the past 10 years over 500 teachers have improved their World History pedagogy and knowledge through WHaLI workshops. During the last 4 years, 90% of WHaLI participants have confirmed that they brought lessons learned from WHaLI to their classrooms, colleagues, and home institutions. The School of Education and its faculty are committed to playing an important role in leading, implementing, and supporting WHaLI initiatives that benefit our students, alumni, and area teachers.

WHaLI is a fundamental element of the School of Education's larger outreach efforts to teachers in the region and we will continue to provide resources and support for this valuable programming initiative. We are particularly excited by the proposed increased inclusion of pre-service teachers in future programming. We look forward to continuing to provide support for WHaLI as it expands the reach of its programming in the coming years.

Sincerely,

A handwritten signature in blue ink that reads 'Elizabeth Birr Moje'.

Elizabeth Birr Moje
Dean, George Herbert Mead Collegiate Professor of Education, and Arthur F. Thurnau Professor
School of Education
University of Michigan



June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To whom it may concern,

The Department of Asian Languages and Cultures (ALC) is pleased to provide support for the Center for South Asian Studies (CSAS) during the 2018-2022 funding cycle. We will be happy to continue to support the mission of CSAS and further the work of our many partnerships, continuing and building upon the successful practices of the past. We will continue to provide valuable language and area studies instruction and resources while supporting initiatives to spread knowledge and best practices to educators in public schools and community colleges.

ALC is committed to working with CSAS on programming across campus and the community. ALC's curriculum and academic resources are always available to CSAS undergraduate and graduate students.

Sincerely,

A handwritten signature in blue ink, appearing to read 'DL Lopez'.

Donald S. Lopez, Jr.
Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies
Chair

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

January 12,
2018

United States Department of Education
International and Foreign Language
Education 1990 K Street, NW
Suite 6083
Washington, DC 2006-8521

To whom it may
concern,

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your University of Michigan Center for South Asian Studies Title VI proposal to the U.S. Department of Education for the 2018-2022 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting several week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best

Theo Sypris,
Director

APPENDIX 4

PERFORMANCE MEASURE FORM

Project Goal 1: Enhance SA area studies capacity at Minority Serving Institutions, Community Colleges, and of K-12 educators through professional and curriculum development opportunities.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. By the end of the 4 year grant period, CSAS will participate in four collaboratively-organized curriculum development workshops at the University of Puerto Rico (UPR) that include South Asia content for K-14 educators.	1a. Support professional development opportunities through a partnership with the University of Puerto Rico to develop a joint annual symposium that will be both live and broadcast live-streamed.	1ai. Number of conferences organized.	Annual	Institutional Records and Conference Programs	1	1	1	1	1
		1aii. The workshop was live-streamed with open-access.	Annual	Institutional Records and Conference Programs	0	1	1	1	1
	1b. Each year, recruit SA specific speakers as presenters at the UM-UPR Symposium and work with CEDER to build a curriculum design toolkit on SA.	1bi. Number of SA-content speakers that participated.	Annual	Institutional Records, including trip reports.	1	1	1	1	1
		1bii. Number of SA curriculum toolkits shared publicly on the UM-UPR website.	Y2, Y3, Y4	UM-UPR Website	0	NA	1	1	1
	1c. Provide usable SA information and toolkits at the workshop that will lead to at least 33% of attendees stating they are likely to incorporate this material into curriculum within a year.	1ci. Percentage of participants who intend to use SA-focused curriculum design toolkits to develop course content.	Annual	UM-UPR Symposium participant survey	0	33%	33%	33%	33%

Project Goal 1: Enhance SA area studies capacity at Minority Serving Institutions, Community Colleges, and of K-12 educators through professional and curriculum development opportunities.									
2. By the end of the 4-year grant cycle, at least 4 Midwest Institute for International/ Intercultural Education (MIIE)-member community college faculty will have incorporated South Asia content into new or existing courses as a result of faculty participation in conferences and follow-up curriculum development support.	2a. Encourage the incorporation of SA materials and resources into community colleges by supporting at least one annual workshop aimed at curriculum development with SA content.	2ai. Number of workshops organized with SA content incorporated into the program.	Annual	MIIE Institutional Records and Final Reports	1	1	1	1	1
	2b. Provide SA-content training and resources at annual workshops that will lead to at least 33% of attendees stating they intend to create a curriculum module with SA content that will be incorporated into courses at community colleges.	2bi. Percentage of participants who intend to develop course content.	Annual	MIIE Conference participant survey	0	33%	33%	33%	33%
		2bii. Number of curriculum modules created that incorporate SA content.	Grant Cycle	MIIE Institutional Records and MIIE website	0	NA	NA	NA	4
		2biii. Number of community college faculty participants who incorporate their curriculum module with SA content into a course within the grant period.	Grant Cycle	MIIE Conference participant follow-up survey, MIIE institutional records	0	NA	NA	NA	4
3. By the end of the 4-year grant cycle, increase capacity of K-12 educators to offer SA content in their classrooms as a result of participation in four World History and Literature workshops co-organized by U-M NRC Centers and the School of Education.	3a. Provide SA-content training and resources at annual workshops that will lead to at least 33% of attendees stating they are likely to incorporate this material in curriculum within a year.	3ai. Percentage of participants who plan to incorporate SA content from WHaLI into their classes.	Annual	WHaLI participant survey	0	33%	33%	33%	33%
	3b. Provide SA-area specific speakers to present at WHaLI and create curriculum resources for teachers in partnership with the School of Education.	3bi. Number of SA content speakers that participated.	Annual	Institutional records, including conference program	1	1	1	1	1

Project Goal 2: Contribute to meeting the national need for South Asia language and area experts.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of students studying SA languages by adding 1 new priority language offering by the end of the grant cycle.	1a. Recruit and hire a qualified Tamil instructor.	1ai. Tamil language instructor hired.	Y1	Institutional records	0	1	NA	NA	NA
	1b. Offer Tamil at the beginning and intermediate levels by the end of the grant cycle.	1bi. The number of Tamil language course levels instituted by the end of the grant cycle.	Y4	Institutional records, including the registrar's course listings	0	NA	NA	NA	3
2. Increase exposure to careers that meet USED national needs for FLAS recipients and U-M students with an interest in South Asia over the course of the grant cycle by hosting at least 10 career events each year.	2a. Host and co-sponsor a minimum of 10 career events annually that highlight national need with an emphasis on opportunities, career training, and skill building.	2ai. Number of career events hosted or co-sponsored annually.	Annual	CSAS institutional records, CSAS calendar of events.	5	10	11	12	13
	2b. Disseminate information in a newsletter about international career information sessions and recruiter visits to students with an interest in SA.	2bi. Number of career events highlighted each year	Annual	CSAS records, including email communications	0	12	12	12	12
		2bii. The number of emails added each academic year to the SA student listserv.	Annual	CSAS records, including email communications	0	10	20	30	35
3. By the end of the 4-year grant cycle, increase student awareness of South Asia international and language opportunities through distribution of a monthly newsletter during the academic year.	3a. Disseminate information about international opportunities in SA, including study abroad programs and opportunities to conduct research/perform internships.	3ai. The number of opportunities shared in e-newsletter during an academic year.	Annual	CSAS records, including email communications	0	10	12	14	16
	3b. Share information about SA summer language programs.	3bi. The number of opportunities shared in e-newsletter during an academic year.	Annual	CSAS records, including email communications	0	5	5	5	5
	3c. Participate in at least 2 international fairs at U-M to share information on opportunities in SA.	3ci. The number of international fairs CSAS participates in annually.	Annual	Institutional records, including registration confirmations	1	2	2	3	3

Project Goal 3: Increase scholarly collaboration and information flow that reflects diverse points of view on SA.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Provide at least 19 opportunities each academic year for U-M students, faculty, and community members to engage with SA scholars with diverse backgrounds.	1a. Invite and select SA experts from a wide range of academic and professional career paths and perspectives.	1ai. Number of guest lecturers presenting on SA topic.	Annual	Event announcements, website information, and newsletters	10	10	11	12	13
		1aii. Number of academic disciplines represented.	Annual	Faculty CVs	4	5	5	6	6
	1b. Cosponsor at least 5 SA related lectures and conferences with LSA and professional school departments annually.	1bi. Number of co-sponsored events with LSA units that have SA-related information.	Annual	Event announcements, website information, and newsletter.	3	3	3	3	3
		1bii. Number of co-sponsored events with professional schools that have SA-related information	Annual	Event announcements, website information, and newsletter.	2	2	2	2	2
	1c. Host or cosponsor at least 3 conferences annually that bring together scholars on thematic topics related to SA.	1bi. The number of hosted or cosponsored conferences annually focused on thematic topics related to SA	Annual	Event announcements, website information, and newsletter.	2	3	3	3	3
2. Provide 20 opportunities for collaboration between CSAS and student groups on campus by the end of the grant cycle.	2a. During the grant cycle, provide financial support to 20 student groups to conduct SA specific conferences, panels, lectures, performances, etc.	2ai. The number of student group cosponsored events.	Grant Cycle	Event announcements, website information, and newsletter.	5	NA	NA	NA	20
	2b. Invite student groups on campus to be participants in CSAS activities.	2bi. Number of student groups contacted regarding upcoming events.	Annual	Email communications	0	10	12	14	16

Project Goal 4: Provide opportunities for language lecturers, faculty and staff to participate in research and/or professional development activities.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Over the course of the 4-year grant cycle, support at least 48 faculty and staff to participate in professional development activities, including attending conferences, workshops, seminars, or other training activities; and/or to conduct research.	1a. Provide supplemental funding for travel to conferences and to conduct research.	1ai. The number of faculty and staff members that have utilized funding for research and/or conferences	Grant Cycle	CSAS institutional records, including trip reports	36	NA	NA	NA	48
2. Over the course of the 4-year grant cycle, provide funding for language instructors to attend at least 12 professional development workshops, conferences, or training activities.	2a. Provide supplemental funding to language instructors to attend at least 12 workshops hosted by the American Council on the Teaching of Foreign Language (ACTFL), the National Council of Less Commonly Taught Languages (NCOLCTL), the Center for Advanced Research on Language Acquisition (CARLA), and other professional development conferences.	1ai. Number of workshops attended.	Grant Cycle	CSAS institutional records, including trip reports	4	NA	NA	NA	12

APPENDIX 3

COURSE LIST AND ENROLLMENTS

The following list includes enrollments for courses offered during 2016-2017 and 2017-18, and anticipated course offerings in 2018-19. Language courses are listed first and sorted by language. Area studies courses follow, sorted by department or school.

**Courses marked with one asterisk are budgeted to be paid for in part with NRC funds*

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
South Asia Language Offerings								
Bengali								
First Year Bengali I	ASIANLAN 185	100	4			9		X
First Year Bengali II	ASIANLAN 186	100	4			10		X
Second Year Bengali I	ASIANLAN 285	100	4	3	1			X
Second Year Bengali II	ASIANLAN 286	100	4	3	1			X
Advanced Bengali I	ASIANLAN 485	100	4					X
Advanced Bengali II	ASIANLAN 486	100	4					X
Hindi								
First Year Hindi I	ASIANLAN 115	100	4	36	1	39	2	X
First Year Hindi II	ASIANLAN 116	100	4	42	1	33	1	X
Second Year Hindi I	ASIANLAN 215	100	4	22	5	32	2	X
Second Year Hindi II	ASIANLAN 216	100	4	22	4	29	3	X
Advanced Hindi I	ASIANLAN 417	100	4	5		6	2	X
Advanced Hindi II	ASIANLAN 418	100	4	6		5	2	X
Persian								
Elementary Persian I	PERSIAN 101	100	4	14	3	16	3	X
Elementary Persian II	PERSIAN 102	100	4	11	2	17	4	X
Intermediate Persian I	PERSIAN 201	100	4	8	1	11	6	X
Intermediate Persian II	PERSIAN 202	100	4	6	2	12	6	X
Independent Study in Persian	PERSIAN 499	100	4	5	1	1		X
Modern Persian Nonfiction	PERSIAN 505	100	4	2	1	5	3	X

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
Punjabi								
First Year Punjabi I	ASIANLAN 145	100	4			9		
First Year Punjabi II	ASIANLAN 146	100	4			7		
Second Year Punjabi I	ASIANLAN 245	100	4	8				X
Second Year Punjabi II	ASIANLAN 246	100	4	8				X
Sanskrit								
First Year Sanskrit I	ASIANLAN 151	100	4					X
First Year Sanskrit II	ASIANLAN 152	100	4					X
Second Year Sanskrit I	ASIANLAN 251	100	4	7	1			X
Second Year Sanskrit II	ASIANLAN 252	100	4	7	1			X
Urdu								
First Year Urdu I	ASIANLAN 171	100	4	15	3	14		X
First Year Urdu II	ASIANLAN 172	100	4	10	1	8		X
Second Year Urdu I	ASIANLAN 271	100	4	3	1	8	1	X
Second Year Urdu II	ASIANLAN 272	100	4	3	1	7		X
Advanced Urdu I	ASIANLAN 471	100	4	6		3	2	X
Advanced Urdu II	ASIANLAN 472	100	4	5		3	2	X
Uzbek								
Elementary Uzbek I	NESLANG 450	100	4		1	1		X
Elementary Uzbek II	NESLANG 451	100	4		2	1		X
Intermediate Uzbek I	NESLANG 480	100	4		2		1	X
Intermediate Uzbek II	NESLANG 481	100	4		2		2	X
Advanced Uzbek I	NESLANG 550	100	4				2	X
Architecture (Taubman College of)								
Special Topics in Design Fundamentals: Alter-Urbanism [comparative course with case studies from China, Turkey, India]	ARCH 506	33	3				18	

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
Art and Design (Stamps School of)								
India Preparation: Drawing from the Temples of India [pre-departure orientation course for faculty-led course to India]	ADABRD 306	100	1	10	0			
Study Abroad: Srishti Institute of Art, Design and Technology in Bangalore, India [semester in India]	ADABRD 335	100	12-18	1	0	0	0	X
India Extension: Drawing from the Temples of India [follow-up course for for faculty-led course to India]	ADABRD 389	100	2	10	0			
Business (Ross School of)								
Corporate Strategy in India [study abroad course in India]	BUSABRD 320, STRATEGY 320	100	3			27	0	X
Gbl Sem Ex Prague: From Empire to 21st Cent. Brit	BUSABRD 412	25	2	1				
Global Semester Exchange: Indian Business School, Hyderabad	BUSABRD 638	100	1-20	0	7	0	1	X
Healthcare Delivery in Emerging Markets [course provides the option for a semester-long project in India, accompanied by travel to India]	BA 685	100	3	0	23	0	24	X
Business in Asia [international studies course with SA content]	STRATEGY 584	25	3	0	43			
Environment & Sustainability (School of)								
International Environmental Policy	EAS 563	25	3			0	13	
Information (School of)								
Information Technology & Global Society	SI 430	25	3					X
Law (School of)								
Law and Economic Development: India	LAW 835	100				0	14	
Interdisciplinary Problem Solving: Law, Development, and Heritage Preservation in India	LAW 741, EAS 731, ECON 741, EDUC 717, PUBHLTH 741, PUBPOL 710, SI 605, SW 741	100						X

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
India Externship	LAW 943	100						X
Literature, Science & the Arts (College of)								
American Culture								
Introduction to Asian/Pacific American Studies [comparative course with SA content]	AMCULT 214, ASIANPAM 214	25	3	30	0	24	0	X
American Culture and the Humanities: The South Asian Diaspora in America	AMCULT 311, ASIANPAM 311	100	3	29	0			
American Culture and the Humanities: Asian American Fiction and Films [comparative course with SA content]	AMCULT 311, ASIANPAM 311	25	3	24	0			
History of Asian Americans in the U.S. [comparative course with SA content]	AMCULT 314, ASIANPAM 314, HISTORY 378	25	3	17	0	16	1	X
Asian American Literature: Asian American Literary and Cultural Production [comparative course with SA content]	AMCULT 324, ASIANPAM 324, ENGLISH 381	25	3			22	0	
Anthropology								
Topics in Sociocultural Anthropology: Goods and Goodness [global course with SA case studies]	ANTHRCUL 298/RCSSCI 360	25	3			13	0	X
Peoples and Cultures of the Himalaya	ANTHRCUL 305	75		12	0			
Encounters: Cultural Difference in the Modern World [international studies course with SA content]	ANTHRCUL 329, INTLSTD 385	25	4			35	0	
Topics in Sociocultural Anthropology: The Modern Corporation [global course with SA case studies]	ANTHRCUL 356	33	3			18	0	
Cultures of Piracy	ANTHRCUL 458	25	3			16		X
Language, Ethnicity, and Nationalism [international studies course with SA content]	ANTHRCUL 474	25	3	5	2			

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
Anthropology of South Asia	ANTHRCUL 505	100	3					X
Rethinking Kinship and Social Relations	ANTHRCUL 632	33	3			0	11	
Survey of Literature [independent study supervised by SA specialist faculty only]	ANTHRCUL 959	100	1-4				1	X
Asian Languages & Cultures								
Philosophy and Religion in Asia	ASIAN 220, RELIGION 202	33	4					X
Introduction to Buddhism	ASIAN 230, PHIL 230, RELIGION 230	50	4	302	0	275	0	X
Introduction to Asian Studies	ASIAN 235	33	4	53	0	61	0	X
Jesus Comes to Asia: Conversion & its Consequences in Asia	ASIAN 248, HISTORY 248, RELIGION 248	25	3	47	0			
Buddhist Saints, Spirits and Shrines [comparative course with SA content]	ASIAN 250	25	3	17	0			
What is Enlightenment? The Buddhist Tradition of Logic and Debate from Ancient India to the Present	ASIAN 255, PHIL 202	75	3	19	0			
Hindu Myth	ASIAN 255	100	3					X
Writing Discrimination in India	ASIAN 255	100	3	9	0			
Food & Drink of Asia [comparative course with SA content]	ASIAN 258	33	4	119	0	135	0	X
India Calling: Culture and Society in Contemporary India	ASIAN 275, HISTORY 288	100	3	26	0			
Love and Intimacy in Asia [comparative course with SA content]	ASIAN 285, WOMENSTD 285	25	3	29	0			
Religious Military Orders of the World [global course with SA content]	ASIAN 303, RELIGION 303	25	3	34	0			
Religion and Violence in the Secular World [global course with SA content]	ASIAN 305, RELIGION 305	25	3	35	0	28	0	X

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
What is Religion? [global course with SA content]	ASIAN 306, RELIGION 306	25	3			18	0	
Eat, Pray, Love: Devotional Traditions in South Asia	ASIAN 307, HISTORY 308, RELIGION 307	100	3	22	0			
Arts and Ideas of Modern South and Southeast Asia	ASIAN 308, RCHUMS 308	50	3					X
Introduction to Theravada Buddhism	ASIAN 328, RELIGION 328	33	3			15	6	
Buddhism, Politics, and Violence in Modern Asia	ASIAN 329	25	3					X
Patterns of Prejudice: Race, Caste, and Religion in India and the United States	ASIAN 334	50	3			10	0	
Controversies in Contemporary India	ASIAN 336	100	3	5	0			
The Ramayana: Text and Context in an Indian Epic	ASIAN 337, RELIGION 337	100	3	8	0			
The Performing Arts in South and Southeast Asia	ASIAN 373, RCHUMS 373	50	3	9	0			
Senior Project in Asian Studies	ASIAN 381	100	3	37	0	24	0	X
Asian Business Culture	ASIAN 389, POLSCI 388	25	4			42	0	
Honors Thesis [supervised by SA specialist instructors]	ASIAN 395	100	1-3	0	0	1	0	X
Asian Studies Internship Reflection Seminar [SA related internships only]	ASIAN 396	100	1-3	0	0	0	0	X
Mini Course in Asian Studies: History of Asian Studies	ASIAN 397	33	1	33	0			
Indian Religions and Western Thought	ASIAN 400, HISTORY 422, RELIGION 400	100	3	13	1			
Philosophy of Sikh Gurus	ASIAN 430	100	3			12	0	
Truth Claims in Indian Literature: Nonfiction Accounts of Gendered Discrimination	ASIAN 435	100	3					X
Dance in Modern Asia: History, Identity, Politics	ASIAN 480	33	3			15	0	
The Lives of the Buddha, from India to Manga	ASIAN 483	33	3	6	2			

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
Independent Study-Directed Readings [supervised by SA specialist instructors only]	ASIAN 499	100	1-4	1	1	X	2	X
Seminar in Asian Studies: Rethinking Area Studies through the Modern Asian Novel	ASIAN 500	33	3	0	7			
Critical Introduction to Asian Studies	ASIAN 550	33	3	0	11	0	8	X
Practicum in Asian Studies: Asian Medical Encounters	ASIAN 551	33	3	0	13			X
Seminar in South Asian Studies: Amitav Ghosh	ASIAN 580, COMPLIT 741, ENGLISH 630	50	3	0	11			
Reading Buddhist Literature	ASIAN 625	50	3	0	4			
Directed Readings [supervised by SA specialist instructors only]	ASIAN 699	100	1-6	0	3	0	0	X
Chinese Studies								
Seminar in Buddhist Studies [comparative course with SA content]	BUDDHST 799	33	1-3					X
Classical Studies								
Ancient Languages & Scripts [comparative course with SA content]	CLCIV 328	25	3	63	0	70	0	X
Communication Studies								
First-Year Seminar in Media Issues: Global Media Dynamics [global course with SA content]	COMM 159	25	3	16	0			
Survey of Media Topics: Global Media and Culture [global course with SA content]	COMM 305	25	3					X
Dissertation-Precandidate [independent study supervised by SA specialist instructor]	COMM 990	100	1			0	2	X
Comparative Literature								
Translation in the Everyday [comparative course with SA content]	COMPLIT 200	25	3	13	0			
English Language & Literature								
Literature in English, 1830-present: What is Empire? [global course with SA content]	ENGLISH 352	25	4	36	0	26	0	X

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
World Literatures in English: Introduction to Indian Cinema: Bollywood	ENGLISH 375	100	3	30	0	27	0	X
World Literatures in English: Race and Economy in Global Literature [global course with SA content]	ENGLISH 375	25	3			28	0	
Honors Junior Seminar: Bollywood Fictions [course with SA content]	ENGLISH 397	100	3	17	0			
Magical Realism [major component—Salman Rushdie]	ENGLISH 398	50	3	15				
The Global Novel and Global Crime	ENGLISH 407	25	3					X
Women's Literature in a Global Framework [global course with SA content]	ENGLISH 415, WOMENSTD 414	25	3	19	0	41	0	X
Studies in World Literatures in English: Empire, Violence and Narrative in the Asia/Pacific	ENGLISH 475	25	3					X
Directed Study [supervised by SA specialist instructor]	ENGLISH 499	100	1	1	0			X
Independent Study [supervised by SA specialist instructor]	ENGLISH 590	100	1	0	1	0	1	X
Critical Theories and Cross-Cultural Literature: Colonial and Postcolonial Discourses	ENGLISH 627	33	3			0	8	
Critical Theory: Postcolonial Literature and Postsymptomatic Reading [global course with SA content]	ENGLISH 822	33	3			0	11	
History								
Islam at Sea: The View from the Indian Ocean [comparative course with SA content]	HISTORY 195	50	4			18	0	
Indian Civilization	HISTORY 206, ASIAN 206	100	4			41	0	X
Peace and Peace Movements in the Muslim World	MENAS 231, HISTORY 231, ISLAM 291	25	4	26	0			X
Gandhi's India	HISTORY 255, ASIAN 259	100	3	14	0	13	0	X
The History of Modern India and South Asia	HISTORY 255, ASIAN 259	100	4			46	0	

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
The Rise and Fall of the British Empire [global course with SA content]	HISTORY 227	33	4	33	0			
The World Before 1492	HISTORY 239	25	4	36	0			X
The World Since 1492	HISTORY 240	25	4			50	0	X
The History of Islam in South Asia	HISTORY 325, ASIAN 324, HISTORY 594, ISLAM 325, MEMS 325, NEAREAST 375, RELIGION 325	100	4	44	9	16	7	X
Globalization and Global India	HISTORY 329, RCSSI 360	100	3					X
The Parititon of British India: Literature, history, & Film	HISTORY 396	100	3					X
Modern Islamic Movements [global course with SA content]	HISTORY 445, ISLAM 490, NEAREAST 411, POLSCI 489, REEES 411, RELIGION 402	25	3			12	1	
Understanding Afghanistan	HISTORY 449/REEES 405	100	3			2		X
Peace / Nonviolence in Islamic Cultures [international studies course with SA content]	HISTORY 449, ISLAM 490, NEAREAST 490, RCSSCI 461, RELIGION 402	25	3			9	2	
Mughal India	History 456	100	3					X
The History of Colonial India: The City in South Asia	HISTORY 457	100	3			6	5	X
Revolutionary Non-Violence [global course with SA case studies]	HISTORY 496	25	4			14	0	

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
The End of Empires: Decolonization after World War II [international course with SA content]	HISTORY 496	25	4			18	0	
Senior Honors Colloquium [supervised by SA specialist instructor]	HISTORY 499	100	1-6					X
Graduate Colloquium in World & Global History [international studies course with SA content]	HISTORY 610	25	3			0	6	
Islam in Motion: Histories of Islam in the Indian Subcontinent	HISTORY 678	100	3	0	7			
Studies in the History of Modern South Asia	HISTORY 678, ASIAN 580, ENGLISH 630	100	3			0	9	X
Independent Research Seminar [taught by SA specialist instructor only]	HISTORY 700	100	1-3				1	X
History of Art								
Introduction to South Asian Art: Home and the World	HISTART 243, ASIAN 243	100	3	20	1	25	0	X
Visual Culture Islam	ISLAM 285, HISTART 285, NEAREAST 285	25	4	32	5	41	0	X
The Art of Yoga	ASIAN 304, HISTART 304	100	3	32	0	34	0	X
Himalayas: An Aesthetic Exploration	HISTART 305, HISTART 505, ASIAN 335, ASIAN 582	75	3	13	0	14	3	X
Modern Islamic Art and Visual Culture [global course with SA case studies]	HISTART 497, HISTART 689	25	3	8	1			
Curatorial Seminar: Gallery Installation at the Detroit Institute of Arts [course with SA galleries]	HISTART 497, ASIAN 480, MUSEUMS 498	25	3			9	1	
Bodies and Buildings: Studies in Temple Architecture of India	HISTART 577, ASIAN 577	100	3	0	8			
Globalization and Modern / Contemporary Art [global course with SA case studies]	HISTART 689, COMPLIT 760	25	3			0	2	

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
International & Comparative Studies								
Directed Studies [directed by SA faculty]	INTLSTD 391	25	3-4	2	0	3	0	
Linguistics								
Languages of Asia	LING 367, ASIAN 367	33	3	40	0	48	0	X
Near Eastern Studies								
Jihad in History	NEAREAST 321	25	3	5	0			
Islamic Law/Sharia	NEAREAST 423, ISLAM 423, RCSSCI 461, RELIGION 402	25	3			4	2	
Islamic Intellectual History	NEAREAST 424, ISLAM 424, RELIGION 461	25	3	8	5			
Muslim Ethics in the Global Age	NEAREAST 490	25	3	2	0			
Philosophy								
Colonialism Past and Present	PHIL 576	50	3	0	8			
Revolutionary Ideas [global course with SA content]	PHIL 576	50	3			0	9	
Political Science								
The Roots of Radical Political Islam [global course with SA content]	POLSCI 389	25	4	71	0			
Politics of India	POLSCI 389	100	3	10	0			
Experimental Approaches to the Political Economy of Development [international studies course with SA content]	POLSCI 497, INTLSTD 401	25	3			25	0	
Residential College								
Women, Men and Power: Cross Cultural Case Studies	RCCORE 100	25	4			15	0	
Sociology								

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
Postcolonial Theory [international studies course with SA content]	SOC 595	25	3	11	2			
Directed Research [independent study supervised by SAS faculty]	SOC 695	100	1			0	2	X
South and Southeast Asian Studies								
Directed Readings in South and SE Asia	SSEA 699	50	1-8					
South Asian Studies								
Proseminar in South Asian Studies*	SAS 501, HISTORY 678	100	3	0	5	0	2	X
Independent Study: South Asia	SAS 698	100	1-3	0	1			
M.A. Essay in South Asian Studies	SAS 798	100	1-6	0	1	0	2	
Women's Studies								
Race, Gender, and Nation [international studies course with SA content]	WOMENSTD 250	25	3	49	0	25	0	X
Women, Politics, and Society in India	WOMENSTD 318	100	3	10	0			
Gender and Globalization	WOMENSTD 335, POLSCI 489	25	3					X
Sexual Violence and the State [global studies course with SA content]	WOMENSTD 345	33	3	25	0	54	0	X
Psychology of Social Change: Gender and Global Feminisms [global course with SA content]	WOMENSTD 345, PSYCH 401	25	3			19	0	
Feminist Practice in a Global Context [global course with SA content]	WOMENSTD 357	33	3	8	1			
Directed Reading [independent study supervised by SAS faculty]	WOMENSTD 690	100	1	0	1			X
Music, Theatre & Dance (School of)								
Musicology								
Music and Islam [international course with SA content]	MUSICOL 343	25	3	5	1	9	0	X

Course Title	Course Number & Crosslisting	% SA Content	Credit Hours	Enrollment AY2016-17		Enrollment AY2017-18		Planned AY2018-19
				UG	G	UG	G	
Carnatic Singing	THEORY 460 THEORY 560	25	3			10	7	
World Music*	MUSICOL 505	25	3		11			X
Public Policy (Ford School of)								
Politics, Political Institutions and Public Policy	PUBPOL 320	25	4			75	0	X
Biotechnology, Social Justice, & Public Policy [international studies course with SA content]	PUBPOL 495	25	3	21	0			X
Values, Ethics, and Public Policy	PUBPOL 580	25	3			0	35	X
Peacebuilding: Law, Diplomacy, and the Transition from Conflict [global course with SA content]	PUBPOL 621	25	1.5			0	17	X
International Politics of Poverty [international studies course with SA content]	PUBPOL 676	25	3			0	22	

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COMPREHENSIVE NATIONAL RESOURCE CENTER BUDGET: 2018-2022
UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
1. PERSONNEL				
A. Administrative				
Program Manager , J. Fosler [Narr. B-2; Appx. 1B]	\$25,750.00	\$26,522.50	\$27,318.18	\$28,137.72
50% salary of 100% time of South Asia, Fringe benefits at 31%	\$7,982.50	\$8,221.98	\$8,468.63	\$8,722.69
Evaluation and Collaborative Outreach Assistant , E. Vowell [Narr. B-2; Appx. 1B]	\$4,325.00	\$4,454.75	\$4,588.39	\$4,726.04
10% salary of 10% time on South Asia, Fringe benefits at 31%	\$1,340.75	\$1,380.97	\$1,422.40	\$1,465.07
Administrative Subtotal (minus fringe)	\$30,075.00	\$30,977.25	\$31,906.57	\$32,863.76
B. Language Instruction				
Lecturer in Tamil , TBD (<i>FLAS CP2</i>) [Narr. A-1, A-2, G-2, G-3; Appx. 2]	\$45,000.00	\$46,350.00	\$47,740.50	\$49,172.72
100% salary of 100% time on South Asia, Fringe benefits at 31%	\$13,950.00	\$14,368.50	\$14,799.56	\$15,243.54
Language Instruction Subtotal (minus fringe)	\$45,000.00	\$46,350.00	\$47,740.50	\$49,172.72
C. Area and Other Instruction				
South Asia Proseminar (SAS501) , TBD (<i>API</i>) [Narr. H-3; Appx. 2]	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
100% salary of 100% time on South Asia, Fringe benefits at 31%	\$2,480.00	\$2,480.00	\$2,480.00	\$2,480.00
World Music for Educators Course , C. Castro (<i>API, AP2, NRC CP2</i>) [Narr. A-1, A-2, I-1]	\$2,100.00		\$2,100.00	
20% salary of 20% time on South Asia, Fringe benefits at 31%	\$651.00		\$651.00	
Faculty instruction of a summer course, "World Music for Educators" for Music Education students enrolled in Music Education Masters Degree.				
Area and Other Instruction Subtotal (minus fringe)	\$10,100.00	\$8,000.00	\$10,100.00	\$8,000.00
D. Outreach Personnel				
CSAS K-16 Outreach Assistant , TBD [Narr. B-2; Appx. 1C]	\$11,000.00	\$11,330.00	\$11,669.90	\$12,020.00
25% salary of 50% time on South Asia, Fringe benefits at 31%	\$3,410.00	\$3,512.30	\$3,617.67	\$3,726.20
UPR Outreach Assistant , TBD [Narr. I-2; Appx. 1-C]	\$2,250.00	\$2,317.50	\$2,387.03	\$2,458.64
5% salary of 10% time on South Asia, Fringe benefits at 31%	\$697.50	\$718.43	\$739.98	\$762.18
CSAS support goes toward oversight and logistical planning for the U-M-UPR Symposium. Translates educational toolkits from English to Spanish.				
Outreach Subtotal (minus fringe)	\$13,250.00	\$13,647.50	\$14,056.93	\$14,478.63
Subtotal All Salaries	\$98,425.00	\$98,974.75	\$103,803.99	\$104,515.11

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
2. FRINGE BENEFITS				
A. Administrative	\$9,323.25	\$9,602.95	\$9,891.04	\$10,187.77
B. Language Instruction	\$13,950.00	\$14,368.50	\$14,799.56	\$15,243.54
C. Area and Other Instruction	\$3,131.00	\$2,480.00	\$3,131.00	\$2,480.00
D. Outreach	\$4,107.50	\$4,230.73	\$4,357.65	\$4,488.38
Subtotal Fringe Benefits	\$30,511.75	\$30,682.17	\$32,179.24	\$32,399.68
Salaries and Fringe Benefits Subtotal	\$128,936.75	\$129,656.92	\$135,983.23	\$136,914.80

3. TRAVEL				
A. International Travel				
International Travel for Faculty and Staff [Narr. A-2, B-1] Contribution towards airfare, lodging, ground transfer, and per diem, for 3-4 U-M faculty/staff each year to develop and strengthen institutional linkages, acquire library materials, develop curricula, attend conferences or conduct research.	\$9,000.00	\$9,000.00	\$9,000.00	\$9,000.00
B. Domestic Travel				
Professional Conferences for Faculty and Staff [Narr. A-2, B-1] Contribution towards airfare, lodging, ground transfer, and per diem for 12 U-M faculty/staff at \$500.	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Professional Development Workshops for Language Faculty [Narr. A-1, G-3, G-4] Contribution towards airfare, lodging, ground transfer, and per diem for 5 language instructors at \$1000/each to attend language pedagogy workshops/conferences (e.g. ACTFL, OPI workshops, CARLA, SARLA, SASLI, etc.).	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Travel Subtotal	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00

4. SUPPLIES				
A. Library Acquisitions				
Library Acquisitions [Narr. A-1, E-1a, E-1b] Books, limited edition publications, and electronic media	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
B. Office Supplies, Mailing, Communication, Copying				
Outreach Materials for CSAS Lecture Series, Film Series, and Conferences [Narr. A-1, C-1]: design, printing, and mailing of posters, brochures, flyers, web-based media	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00
Newsletter Production [Narr. C-2]: graphic design, printing, mailing, web-based media	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
WHaLI Marketing Materials/Resources [Narr. A-1, H-1]: design, printing, and mailing of posters, brochures, flyers; books for distribution to teachers	\$750.00	\$750.00	\$750.00	\$750.00
UPR Marketing Materials/Resources [Narr. A-1, H-1]: design, printing, and mailing of posters, brochures, flyers and printing of resource packets of annual UPR symposium	\$500.00	\$500.00	\$500.00	\$500.00
Supplies Subtotal	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00

5. OTHER				
A. Outreach to K-12, Community Colleges and MSIs				
World History and Literature Initiative (<i>API, AP2, NRC CPI, CP2</i>) [Narr. A-1, A-2, I-1]				
<i>In collaboration with U-M area centers (Africa, East Asia, Latin America and Caribbean, Middle East and North Africa, Southeast Asia and U-M's SOE)</i>				
WHaLI Workshop: SA experts will develop presentations and a resource toolkit for annual WHaLI 3-day workshop on thematic topics related to world history and literature for K-12 teachers. Professional consultant fee for 1 presenter (that may be a U-M faculty member or graduate student).	\$600.00	\$600.00	\$600.00	\$600.00
WHaLI Live Streaming: Technical fees associated with live-streaming beyond U-M, and contributing to a professional service fee for a local workshop facilitator with pedagogical expertise.	\$500.00	\$500.00	\$500.00	\$500.00
WHaLI Student Assistant , H. Ridson [Appx. 1B] 20% of salary, 50 hours at \$20/hour, Finge benefits at 8% Co-coordinates annual workshop and follow up curriculum development. Supervises pilot teaching and SOE review of curriculum units.	\$1,080.00	\$1,080.00	\$1,080.00	\$1,080.00
U-M - University of Puerto Rico (UPR) Partnership and Symposium (<i>API, AP2, NRC CPI, CP2</i>) [Narr. A-1, A-2, I-2]				
<i>In collaboration with U-M area centers (Africa, East Asia, Latin America and Caribbean, Middle East and North Africa, Southeast Asia)</i>				
U-M-UPR Symposium: SA experts will develop presentations for the annual U-M-UPR symposium in consultation with U-M Center for Education Design, Evaluation, and Research (CEDER), and develop curriculum toolkits for dissemination. Airfare, lodging, ground transfer, per diem and professional service fee for 1 presenter (that may be a U-M faculty member or graduate student).	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
UPR Technology Support: Technical fees associated with live-streaming beyond UPR	\$500.00	\$500.00	\$500.00	\$500.00
U-M-UPR Program Consultant, J. Hernandez [Appx. 1B] 50 hours at \$25/hour, Fringe benefits at 8% Coordinates the annual K-16 workshops at UPR and follow up for curriculum development and website instructional materials. Coordinates recruitment and promotion of annual K-16 symposium.	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00
U-M Center for Education Design, Evaluation, and Research (CEDER): Professional consulting fee to provide pedagogical consultation to presenters for annual U-M-UPR symposium and to create educational toolkits.	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
U-M-UPR Symposium Travel Fees: Contribution towards airfare, lodging, ground transfer, and per diem for 1 CEDER design coordinator, 1 keynote speaker (that may be a U-M faculty member), and 1 outreach coordinator; costs to be shared with other U-M area centers.	\$900.00	\$900.00	\$900.00	\$900.00
Midwest Institute for International/Intercultural Education (MIIE) Partnerships (<i>API, AP2, NRC CPI</i>) [Narr. A-1, A-2, I-2]				
MIIE Annual Workshop: Support 1 MIIE workshop annually with content on SA and resulting curriculum modules on SA for community college instructors.	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
MIIE Faculty Fellows: Community college educators will develop curriculum modules independent from the annual MIIE workshops. Recipients will be given to access to U-M library, mentoring, and feedback on the development of the module, and 8-10 months to finalize and implement. Professional service fee at \$1,000/module.	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Co-sponsorship of Community College Team: Community college teams will undertake a 3-4 year plan to build/enhance international education on their campuses.	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00
Eastern Michigan University (EMU) Collaboration (<i>API, AP2, NRC CPI, CP2</i>) [Narr. A-1, A-2, I-2]				
Outreach events on EMU Campus: U-M will arrange for 2 speakers annually to give lectures on the EMU campus. These events will provide exposure and knowledge of SA to non-specialist audiences, with marketing efforts focused on K-12 educators. Professional service fee of \$300/speaker, which may be a U-M faculty member.	\$600.00	\$600.00	\$600.00	\$600.00
Teacher Fellows Program (<i>API, AP2, NRC CP2</i>) [Narr. A-1, A-2, I-1]				
Teacher Fellows Program: K-12 educator will develop curriculum modules on SA to be shared with other educators. Teacher fellows will attend CSAS lectures or U-M SA courses and be given access to U-M library, mentoring and feedback on the development of the module. Professional service fee at \$1,000/module.	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
Sponsor Teacher Fellows to go to South Asia: Teacher fellows will have the opportunity to go to India and Nepal after module completion through the Global Exploration for Educators Organization.	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
South Asia Book Award (SABA) (API, AP2, CP1) [Narr. I-1]				
SABA: Contribution to the SABA, which targets high-quality children's and young adult books that portray South Asians living abroad; K-12 lesson plans are made for each book awarded and are publicly available on the SABA website. Organized by the South Asia National Outreach Consortium (SANOC).	\$1,000	\$1,000	\$500	\$500
Academic Sharing Program (API, AP2, NRC CP2) [Narr. A-1, A-2]				
Academic Sharing Program: Faculty members from other higher education institutions (preference towards community college instructors) will develop SA curriculum utilizing U-M library, mentoring, and guidance. Travel, lodging for 3-5 days, per diem, ground transfer, and professional service fee (\$300) at \$2,000/person.	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
B. Conferences and Workshops				
II-wide Collaborative Conferences on Global Thematic Topics (API) [Narr. A-1]				
<i>In collaboration with U-M area centers (Africa, East Asia, Latin America and Caribbean, Middle East and North Africa, Southeast Asia)</i>				
"Indigenous Languages: From Endangerment to Revitalization and Resilience": Participation by a SA expert. CSAS will cover airfare, lodging, ground transfer, and professional service fee (\$300) for 1 presenter at \$1,750.	\$1,750.00			
"Movement, Migration, & Borders": Participation by a SA expert. CSAS will cover airfare, lodging, ground transfer, and professional service fee (\$300) for 1 presenter at \$1,750.		\$1,750.00		
"Arts of Devotion": Participation by a SA expert. CSAS will cover airfare, lodging, ground transfer, and professional service fee (\$300) for 1 presenter at \$1,750.			\$1,750.00	
"Global Gender and Health": Participation by a SA expert. CSAS will cover airfare, lodging, ground transfer, and professional service fee (\$300) for 1 presenter at \$1,750.				\$1,750.00
Annual U-M-Pakistan Conference (API) [Narr. A-1, C-1]				
U-M Pakistan Conference: Participation by Pakistan experts. CSAS will cover airfare, lodging, ground transfer, and professional service fee (\$300) for 2 presenters at \$1750/presenter.	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00
Transnational Conference on South Asia (API) [Narr. A-1, C-1]				
Transnational Conference on South Asia: Participation by SA experts. CSAS will cover airfare, lodging, ground transfer, and professional service fee (\$300) for 2 presenters at \$1750/presenter (Y1); 1 presenters at \$1250/presenter (Y2, Y3,Y4).	\$3,500.00	\$1,550.00	\$1,550.00	\$1,550.00

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
Faculty-led Workshops (API) [Narr. A-1]				
Digital Platforms and Cultural Regions in South Asia Workshop (partnership with Dept. of Communication Studies): Bringing together media scholars and industry practitioners from India, Pakistan, and Bangladesh, this workshop will identify the many ways digital content platforms in South Asia are leading to media flows that cut across traditional geographic boundaries and renew long-standing linguistic-cultural formations (Punjabi, Bengali, and Tamil among others). Airfare, lodging, ground transfer, and professional service fee (\$300) for up to 2 presenters at \$1,750/presenter.	\$3,500.00			
Circulation of Anti-Caste Writing in Translation Workshop (partnership with Dept. of Comparative Literature): The workshop will explore Dalit literature written originally in SA vernacular languages (such as Marathi, Tamil, Bengali, Hindi, and Punjabi) and the varying contexts of its circulation in India and in international markets. Airfare, lodging, ground transfer, and professional service fee (\$300) for up to 2 presenters at \$1,750/presenter.		\$3,500.00		
Muslim Modernity in South Asia Workshop (partnership with Dept. of History): This interdisciplinary workshop will examine how Muslim modernity in South Asia impacts the understanding of Islam in a global context. Airfare, lodging, ground transfer, and professional service fee (\$300) for 1 presenter at \$1,000/presenter.			\$1,000.00	
Sponsorship of South Asia Events by Student Groups (API) [Narr. A-1]				
India Business Conference: Winter conference organized by students in Ross School of Business. Partial support for travel, lodging, publicity, facility rentals, and professional service fees.	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00
South Asian Awareness Network Conference: Winter conference organized by students on a topic of relevance to SA. Partial support for travel, lodging, publicity, facility rentals, and professional service fees.	\$1,000.00	\$1,000.00	\$750.00	\$750.00
Events Organized by Student South Asia Student Groups: Co-sponsorship of public events organized by any one of U-M's 45 student groups that focus on South Asia. Funds will partially support travel, lodging, publicity, facility rentals and/or professional service fees for 5 events at \$200/event.	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
C. CSAS Lecture and Film Series				
Graduate and Undergraduate Assistance for Center Outreach Events [Narr. A-1]				
Student Assistance, TBD [Appx. 2] \$12/hour for undergraduates; \$18/hour for graduate students Assistance with Center outreach initiatives, such as: Lecture and Film Series, U-M-Pakistan Conference, Transnational South Asia Conference; Graduate Student Research Conference	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00

NRC Budget Category	2018-19	2019-20	2020-21	2021-22
CSAS Lecture Series (API) [Narr. A-1, D-1]				
CSAS Scholarly Lecture Series: Professional service fees for approximately 10 speakers/yr estimated at \$300/each. Travel, lodging, ground transportation for 10 speakers at \$1,250/speaker.	\$15,500.00	\$15,500.00	\$15,500.00	\$15,500.00
CSAS Film Series (API) [Narr. A-1, D-1]				
South Asia Film/Lecture Series: Professional service fee for 1 presenter (usually a film director) at \$300. Domestic/international travel, lodging, ground transfer, per diem for 1 presenter at \$1,500.	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
D. Collaborative Efforts to Increase SA Language and Area Studies Competency				
South Asia Summer Language Institute (SASLI) (API, FLAS P2) [Narr. A-1, G-4, H-4]				
SASLI: Contributions toward administrative costs of SASLI, held at the University of Wisconsin, Madison.	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
South Asia Open Archive (API) [Narr. A-1, E-1b]				
South Asia Open Archive: Contribution toward the South Asia Open Archive, which creates and maintains a collection of open access materials for the study of South Asia.	\$8,000.00	\$8,000.00	\$6,000.00	\$6,000.00
E. Evaluation [Narr. C-4]				
<i>In collaboration with U-M area centers (Africa, East Asia, Latin America and Caribbean, Middle East and North Africa, Southeast Asia)</i>				
Evaluation: Contribution towards comprehensive K-16 outreach evaluation by Formative Evaluation Research Associates (FERA).	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
Other Subtotal	\$82,480.00	\$81,030.00	\$75,780.00	\$74,780.00
Total Direct Costs for Center Support	\$249,416.75	\$248,686.92	\$249,763.23	\$249,694.80
Indirect Costs at 8% of all Direct Costs	\$19,953.34	\$19,894.95	\$19,981.06	\$19,975.58
TOTAL CENTER SUPPORT REQUESTED	\$269,370.09	\$268,581.88	\$269,744.29	\$269,670.38

FLAS PROGRAM BUDGET: 2018-2022
UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

FLAS Budget Category	Rate	2018-19	2019-20	2020-21	2021-22
ACADEMIC YEAR GRADUATE FLAS FELLOWSHIPS (<i>FLAS CP1, CP2</i>) [Narr. J]					
Subsistence Allowance	6 @ \$15,000/ea.	\$90,000	\$90,000	\$90,000	\$90,000
Institutional Payment	6 @ \$18,000/ea.	\$108,000	\$108,000	\$108,000	\$108,000
Academic Year Fellowship Subtotal		\$198,000	\$198,000	\$198,000	\$198,000
ACADEMIC YEAR UNDERGRADUATE FLAS FELLOWSHIPS (<i>FLAS CP1, CP2</i>) [Narr. J]					
Subsistence Allowance	8 @ \$5,000/ea.	\$40,000	\$40,000	\$40,000	\$40,000
Institutional Payment	8 @ \$10,000/ea.	\$80,000	\$80,000	\$80,000	\$80,000
Academic Year Fellowship Subtotal		\$120,000	\$120,000	\$120,000	\$120,000
SUMMER FELLOWSHIPS (<i>FLAS CP1, CP2</i>) [Narr. J]					
Subsistence Allowance	4 @ \$2,500/ea.	\$10,000	\$10,000	\$10,000	\$10,000
Institutional Payment	4 @ \$5,000/ea.	\$20,000	\$20,000	\$20,000	\$20,000
Summer Fellowship Subtotal		\$30,000	\$30,000	\$30,000	\$30,000
TOTAL PROPOSED FLAS BUDGET		\$348,000	\$348,000	\$348,000	\$348,000